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ABSTRACT

Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programing for hearing impaired (HI) pupils. Part 1 consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and definitions; methods of providing programs and services; district and area responsibilities; planning; services and program management; personnel; facilities; materials and equipment; program review; public participation; and finance. In Part 2 specific interim procedures in the 10 division areas are outlined for hearing conservation services and education of HI pupils. Appendixes to Part 2 include a list of suggestions for helping the hard of hearing child in the school room, and various record and report forms. Part 3 provides the following reference materials: lists of referral agencies and professional organizations; chapters from the school laws of Iowa on topics such as school for the deaf and compulsory education; and American Speech and Hearing Association guidelines regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)

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Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils

State of Iowa
1975

epartment of Public Instruction

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HANDBOOK FOR

HEARING CONSERVATION SERVICES

AND

EDUCATIONAL PROGRAMMING FOR HEARING IMPAIRED PUPILS

Edited by

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IOWA DEPARTMENT OF PUBLIC INSTRUCTION

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Numerous individuals have made significant direct and indirect contributions to the production of this publication. We especially wish to recognize the professional assistance and dedication to task committee members who provided invaluable assistance in developing the interim procedures for hearing conservation/educational programs.

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FOREWORD

In Iowa there has been a recognized need to develop a publication setting forth recommendations for comprehensive hearing conservation services and educational programming for hearing impaired pupils. The Department of Public Instruction has responded to this recognized need by initiating, conducting and sharing the work assignments associated in producing this publication.

In completing such a monumental task, the Department has been guided, supported and assisted by professional specialists employed in various public school settings. With this variety of input, it is believed that a very practical publication has been developed to guide and assist specialists in developing a continuum of hearing conservation services and appropriate educational programming for all hearing impaired pupils in Iowa.

This publication should provide the necessary guidance and assistance in establishing comprehensive hearing conservation/educational programming through the newly established Area Education Agencies.

Robert D. Benton

Robert Benton, Ed.D.
State Superintendent

Part I

Rules of Special Education

State of Iowa • Department of Public Instruction

TITLE X

SPECIAL EDUCATION AND GUIDANCE

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STATE OF IOWA

BOARD OF PUBLIC INSTRUCTION

Pursuant to the authority conferred by section 281.3, Code of Iowa, and for the purpose of implementing Chapter 281, Code of Iowa, Title X of the Rules of the State Department of Public Instruction, which appears at pages 720 through 724 of the 1973 I.D.R., and consists of Chapter 12, is hereby rescinded and the following adopted in lieu thereof.

DIVISION I

AUTHORITY, SCOPE, GENERAL PRINCIPLES AND DEFINITIONS

12.1(257, 281 and 442) Scope. These rules apply to the provision of educational and education-related services to children requiring special education between birth and the age of 21 (and to a maximum allowable age in accord with section 281.8 of the Iowa Code) who are enrolled in the public schools of this state or in non-public schools. In addition, they apply to children who require special education and are being educated at home, in hospitals, or in facilities other than schools, and to persons below or above the compulsory school attendance age, to the extent that programs of special education and related services are required or available pursuant to statute for such persons.

12.2(257, 280 and 281) General Principles.

12.2 (1) Special education programs and services must be made available to all children requiring special education. For all persons referred to in section 12.1 of these rules, required services include screening, assessment and evaluation to ascertain whether a pupil is in need of special education, remedial or supportive instruction and habilitation, counseling or other aid in order to permit each child requiring special education to benefit from an educational program or service or to perform reasonably therein.

12.2 (2) It is the responsibility of school districts to assure special education programs and services adequate to meet the requirements of state statute and these rules. This responsibility shall be met by one or more of the following: by each school district acting for itself; by action of two or more school districts through establishment and maintenance of joint programs; by the area education agency; by contract for services from suitable public or private agencies having the appropriate programs, capacity and competence; or, by any combination of the foregoing. Regardless of the method or methods chosen the individual school district has the responsibility and is accountable for provision and appropriateness of the programs and services. The appropriateness of special education programs and services shall be determined by the area education agency director of special education.

12.2 (3) To the extent practicable, children requiring special education programs or services shall be educated in the regular school program of the school district; shall receive instruction in classes attended primarily by pupils who are not handicapped; shall receive instructional time equivalent to pupils who are not handicapped; and, shall be furnished

such supplemental equipment, facilities, instructional materials and remedial or other services as may be necessary to enable them to perform satisfactorily in the normal environment of the school. Special education instructional classes, facilities, and services shall be provided outside of the regular school program only to the extent that such other locations are necessary for the proper performance of clinical, medical or other services or that performance requires personnel, equipment or facilities which cannot be reasonably and efficiently accommodated on the premises of regular schools.

12.3(281) Definitions. As used in these rules:

12.3 (1) "Department" means the state department of public instruction.

12.3 (2) "Parent" means a natural parent or any other person who has personal guardianship rights and responsibilities for a pupil.

12.3 (3) "Pupil" means a person over seven and under sixteen years of age who pursuant to the statutes of this state is entitled or required to receive a public education; a person under seven or over sixteen years of age who pursuant to the statutes of this state is entitled to receive a public education; and, a person under twenty-one years of age who pursuant to the statutes of this state is entitled or required to receive special education programs and services.

12.3 (4) ""Children requiring special education" are those pupils handicapped in obtaining an education as specified in Chapter 281 of the Iowa Code, and as defined in these rules.

a. "Physical disability" is the inclusive term used in denoting physical or visual impairments of pupils requiring special education programs and services.

(1) Pupils with physical impairments manifest an aberration of an essential body structure, system or function. Included may be disabilities resulting from cardiac, congenital or orthopedic anomalies and conditions, or conditions of unknown or miscellaneous causes.

(2) Pupils with visual impairments are those whose vision deviates from the normal to such an extent that they, in the combined opinion of an educator qualified in the education of the visually impaired and an eye specialist, require special education programs, facilities, or services. Visual acuity and educational functioning are used in determining needs of partially sighted and blind pupils.

b. "Mental disability" is the inclusive term denoting significant deficits in adaptive behavior and sub-average general intellectual functioning. For educational purposes, adaptive behavior refers to the individual's effectiveness in meeting the demands of his environment and sub-average

general intellectual functioning as evidenced by performance greater than one standard deviation below the mean on a reliable individual test of general intelligence valid for the individual pupil.

c. "Emotional disability" is the inclusive term denoting behaviors manifested within the school setting which significantly interfere with the learning process, interpersonal relationships or personal adjustment of the pupil and require provision of special education programs and services. Behaviors indicative of emotional disability may include but are not limited to:

(1) Withdrawal from social interaction in the school environment.

(2) Difficulty in maintaining satisfactory interpersonal relationships with peers or adults.

(3) Consistently inappropriate behavior under normal circumstances.

(4) General pervasive mood of unhappiness or depression.

d. "Communication disability" is the inclusive term denoting deficits in language, voice, fluency, articulation and hearing.

(1) Impairment in language is a disability in verbal learning resulting in a markedly impaired ability to acquire, use or comprehend spoken, read or written language due to difficulties in acquisition and usage of syntax, morphology, phonology and semantics.

(2) Impairment in voice is an abnormality in pitch, loudness or quality resulting from pathological conditions, psychogenic factors or inappropriate use of the vocal mechanism which interferes with communication or results in maladjustment.

(3) Impairment in fluency is a disruption in the normal flow of verbal expression which occurs frequently, or is markedly noticeable and not readily controllable by the pupil. These disruptions occur to the degree that the pupil or his listeners evidence reactions to the manner of one's communication and one's disruptions so that communication is impeded.

(4) Impairment in articulation is defective production of phonemes which interferes with ready intelligibility of speech.

(5) Impairment in hearing is a loss of auditory sensitivity ranging from mild to profound which may effect one's ability to communicate with others.

(a) "Deaf" pupils include those individuals whose hearing impairment is so severe that they do not learn primarily by the auditory channel even with a hearing aid, and who need extensive specialized instruction in order to develop language, communicative and learning skills.

(b) "Hard of hearing" pupils include those individuals whose level of communicative ability is adequate to allow them to acquire speech, language and to learn by auditory means although they may experience difficulty, under certain circumstances, in oral communication, language and learning skills with or without amplification and who may need various classroom and instructional modifications in order to make full use of school experiences.

e. "Learning disability" is the inclusive term denoting deficiences which inhibit a pupil's ability to efficiently learn in keeping with his potential by the instructional approaches presented in the usual curriculum and require special education programs and services for educational progress.

These deficiencies occur in the acquisition of learning skills and processes or language skills and processes, including, but not limited to the ability to read, write, spell or arithmetically reason and calculate. These deficiencies may also be manifested in an inability to receive, organize, or express information relevant to school functioning.

The deficiencies displayed by pupils with learning disabilities are not primarily due to sensory deprivation, mental disabilities, severe emotional disabilities, or a different language spoken in the home.

f. "Children who are chronically disruptive" refers to those pupils who, due to marked personal, school, family or community adjustment problems, have been excluded from school, are under judicial jurisdiction and require a self-contained special class program.

12.3 (5) "Children who are handicapped in obtaining an education" are those pupils whose educational potential cannot be adequately realized in the regular school experience without the provision of special education programs or services.

12.3 (6) "Special education programs and services" are all special education activities provided for children requiring special education by the department, area education agency or school district. Special education provides a continuum of program and service options in order to provide the intervention which is required to meet the educational needs of each pupil regardless of his disability.

12.3 (7) "Special education instructional programs" are those regular or special education classroom and instructionally related activities for children requiring special education ordinarily provided by the school district but which in some instances, subject to the approval of the department, may be contracted from the area education agency or another public or private agency.

12.3 (8) "Special education support programs and services" are those special education activities including inter-district transportation

and other unique service needs as approved by the department which augment, supplement or support regular or special educational programs and services for children requiring special education and which are ordinarily provided by the area education agency but may be provided by contractual arrangement, subject to the approval of the department, by the school district or another qualified public or private agency.

12.3 (9) "Director of special education" means the director of special education of the area education agency.

12.3 (10) "Severely handicapped" are those pupils also termed "profoundly handicapped" who have special education needs which require intensive special education programs and services.

12.3 (11) "Multiple handicaps" are those conditions in which a pupil has two or more disabilities requiring intensive special education programs and services designed to ameliorate the effects of the combined disabilities.

DIVISION II

METHODS OF PROVIDING PROGRAMS AND SERVICES

12.4(281) Regular Instruction Preferred. In implementation of section 281.2 of the Iowa Code and these rules, children requiring special education shall attend regular class and receive services in a regular school to the maximum extent possible and appropriate. It is the policy of the department that school districts shall in cooperation with the area education agency, assemble sufficient numbers of children requiring special education in individual regular schools so that they may be efficiently served in conjunction with school programs for non-handicapped pupils.

12.5(281) Special Education Instructional Programs. Special education instructional programs may be of three types:

12.5 (1) Self-contained special class: an educational program serving pupils with similar special education needs to the degree that they require special education instruction on a full time basis. Such pupils ordinarily cannot profit from participation with regularly enrolled pupils in academic subjects but benefit from integration into other school activities.

12.5 (2) Special class with integration: an educational program for children requiring special education with similar educational needs who are enrolled in a special education classroom but who can profit from participation in one or more academic subjects with pupils who are not handicapped. These programs may be operated on a multi-disability basis when approved by the department.

12.5 (3) Resource teaching program: an educational program for children requiring special education who are enrolled in a regular classroom program for most of the school day but who require special education instruction in specific skill areas on a part-time basis. These programs may be operated on a multi-disability basis.

12.6(281) Itinerant Model. Special education programs and services may be provided on an itinerant basis whenever the number and location of pupils to be served does not justify their provision by professional personnel attached on a full-time basis to two or less attendance centers. It shall be a condition precedent to approval of an itinerant program that the director of special education submit evidence satisfactory to the department that the quantity and quality of an itinerant program does and will continue to meet the requirements of each pupil at each location and in the area as a whole.

12.7(281) Home Services; Hospital Services. Pupils whose condition is such as to preclude their attendance at school shall not be denied instruction on account thereof. Instruction and appropriate special education services shall be provided through home or hospital programs. The provision of special education programs and services for homebound or hospitalized pupils will be approved only for those pupils with a disability (or disabilities) which precludes their participation in the regular or special education program conducted in schools or related facilities.

12.8(281) Special School Provisions.

12.8 (1) Special schools for children who cannot be effectively educated in the regular schools shall be maintained by individual school districts; jointly by two or more school districts; by the area education agency; jointly by two or more area education agencies; or, by contractual agreement. In appropriate circumstances, such schools may provide services of a supplementary or support character for regular schools and children in attendance in them.

12.8 (2) School districts may make provision for children requiring special education by contracting with a private school or facility offering competent and appropriate programs and services, but in the case of a particular pupil, the program or service furnished shall be in a private school or facility only if it is impracticable for the school district to provide the program or service pursuant to subdivision (1) of this section.

12.8 (3) The state may provide instruction and related services in special schools which it maintains and operates, but in the case of a particular pupil, consideration will first be given to accommodation of the pupil in a regular school, or in a school maintained and operated pursuant to subdivision (1) of this section.

12.8 (4) When the choice is between accommodating a pupil in a private facility or program or in a state school, the decision shall be made on the basis of the following criteria:

a. The comparative distances of the facilities involved from the pupil's home or regular place of residence.

b. The comparative quality and suitability of the state and private programs being considered.

12.9(281) Transportation. School districts shall make provisions for special transportation for any pupil whose handicap or subsequent special education program or service requires him to be transported to and from or in and about school.

12.10(281) Special Education Centers. Special education centers may be established pursuant to section 281.4(10) of the Iowa Code and subject to approval by the department.

DIVISION III

DISTRICT AND AREA RESPONSIBILITIES

12.11(281) School District Resporsibilities.

12.11 (1) To the extent, and in those cases where it is not expressly otherwise provided by state statute, it is the responsibility of each school district to provide each pupil who is a resident thereof with a suitable special education program of instruction and with services incidental thereto. This responsibility may be fulfilled by using the service delivery alternatives and program options as enumerated in Division II of these rules, with the extent and character of pupil need as the chief determinant of the nature and degree of intervention provided.

12.11 (2) School districts, in conjunction with the area education agency or the department, shall implement activities designed to evaluate and improve special education programs and services.

12.11 (3) School districts should cooperate in research activities designed to evaluate and to improve programs and services received by children requiring special education.

12.11 (4) School districts contracting with other districts, area education agency, or private agencies to provide programs for an individual pupil or groups of pupils shall maintain responsibility for pupils receiving such programs or services by:

a. Insuring the adequacy and appropriateness of the program or service provided by requiring and reviewing periodic reports; and,

b. Conditioning payments on the proper delivery of program or service.

12.11 (5) The school district shall assist the area education agency in selecting the site or sites of special education programs and services from among the several schools which may be within the area.

12.11 (6) Policies, rules and procedures pertinent to the provision of special education programs and services shall be filed at the area education agency.

12.12(281) Area Education Agency Responsibilities.

12.12 (1) The area education agency shall develop policy and provide special education programs and services to children requiring special education pursuant to Chapter 1172, Acts of the 65th G.A., 1974 Session, (S.F. 1163) and these rules.

12.12 (2) Area education agencies contracting with school districts, other area education agencies, or private agencies to provide programs or services for individual pupils or groups of pupils shall maintain responsibility for quality of such programs or services by:

a. Insuring the adequacy and appropriateness of the programs or services provided by requiring and reviewing periodic reports; and,

b. Conditioning payments on the proper delivery of programs or services.

12.12 (3) The area education agency shall maintain sufficient records and reports for audit by the department purusant to section 281.9 of the Iowa Code.

12.12 (4) School district and area education agency policies, rules and procedures pertinent to the provision of special education programs and services shall be filed at the area education agency.

12.12 (5) The area education agency and school districts shall insure that rules pertinent to programs and services, eligibility, equipment, materials, facilities, evaluation, supervision and duties of personnel are observed in extended year or vacation period programs for children requiring special education.

DIVISION IV

PLANNING

12.13(281) Content and Development of Plan.

12.13 (1) On or before November 1, of each year for the school year commencing the following July 1, each area education agency shall submit to the department, on forms provided by it, a plan for providing comprehensive special education programs and services for pupils, and for relating such programs and services to the educational needs of children requiring special education within the area served by the area education agency. The plan shall:

a. Set forth the number of children in the area in need of special education; the number presently receiving it; and the means being employed or proposed to be employed to provide appropriate special education to any child not receiving it but in need thereof.

b. Identify the kinds of special education required to meet the needs of all children in the area; the numbers of children needing each type, and the number presently receiving that type of special education.

c. Provide a statement indicating to what extent the children referred to in response to items a. and b. hereof receive special education (e.g., on a daily basis throughout the school year, on a part-time basis, or at intervals).

d. Survey existing programs, services and facilities and provide an assessment of pupil needs.

e. Identify the goals and objectives of planned programs and services and designate the role of staff to meet these goals and objectives.

f. Specify provisions for the ongoing identification, assessment, evaluation and placement of pupils in appropriate programs and services, the extent of parental involvement, cooperation with appropriate community service agencies, and the use and composition of diagnostic-educational teams for evaluation and placement recommendations.

g. Describe provisions for the orderly development of sequential programs and services including curriculum, instructional resources, administrative/supervisory services, staffing, personnel training, facilities, funding sources, and any plans for cooperative or contractual arrangements.

h. Describe the design for evaluation of programs and services.

i. Be revised and resubmitted annually.

12.13 (2) The plan shall identify, by district, the number of personnel positions, sponsoring agency, and geographical location of programs and services. Names of professional personnel employed to fill the positions shall be submitted to the department by September 15 of the school year in which the plan is in force.

12.13 (3) Special education programs and services shall be preceded by careful planning which insures proper identification of pupils, meeting of required standards, and continuity of instruction which includes follow-up activities at all levels consistent with needs of each child requiring special education. Consideration shall be given to the number of children requiring special education necessary to produce appropriate groupings according to the nature and severity of disability, ages of pupils, educational objectives at all educational levels, and to the provision for appropriate and continuous identification procedures.

12.13 (4) Written approval shall be obtained from the department prior to initiation of special education programs and services which depend upon the employment of personnel who are employed part-time in special education and part-time in other capacities within the school or part-time in two or more of the special education personnel areas, or, only part-time within the school system.

12.14(281) Basis of Approval of Plan. Department approval of each area education agency plan shall be based on the following:

12.14 (1) Receipt of data and information from which it can reasonably be concluded that there are or will be procedures and resources to provide the programs and services required by state statute and these rules.

12.14 (2) Prior approval of the area education agency plan by the area board of directors.

12.14 (3) Verification of the data and information submitted and supplemental information acquired by site visits, program reviews and otherwise, when deemed appropriate by the department.

12.14 (4) Evidence of school district involvement in the formulation of the area education plan.

12.15(281) Approval of Plan: Exceptions. The department will notify each area education agency in writing of the approval of its plan. If approval is denied, the written notice thereof shall contain a statement of the reasons therefore. A plan may be approved in part, or subject to the remedying of deficiencies or omissions. A plan denied approval in whole or in part shall be revised and resubmitted by the area education agency.

12.16(281) Approval of Plan: Personnel. No plan shall be approved unless the department is satisfied that the personnel resources committed thereto by the area education agency or the participating school district or districts is sufficient for the provision of adequate services. The grounds for requiring increased personnel shall include:

a. Newly identified children requiring special education support services.

b. Referral backlog of pupils who need special education identification and evaluation.

c. Implementation of new models and increased intervention for previously identified pupils.

d. Demographic consideration which make it appear that present staff distributions cannot reasonably service the entire area and its children requiring special education.

DIVISION V

SERVICES AND PROGRAM MANAGEMENT

12.17(281) Programs and Procedures Required. Consistent with provisions of a working environment which will encourage efficient and effective utilization of the professional abilities and time of special educators and the integration of special education programs and services with the instructional and other programs of the school district as a whole, the area education agency and school district shall establish and maintain procedures to provide the programs and services identified herein.

12.18(281) Identification, Assessment and Evaluation. Each area education agency, in conjunction with each school district, shall establish and maintain an ongoing identification, assessment and diagnostic program to insure early identification of and appropriate service for children requiring special education. The program shall include:

12.18 (1) Screening for pupils who may require special education which is consistent with the following:

a. The population to be screened and the screening model(s) used shall be specified.

b. Qualified personnel shall conduct or supervise screening programs. Paraprofessional personnel, after receiving appropriate training, may assist in screening under supervision of a qualified professional.

c. Measures shall be included to secure procedural uniformity by all examiners.

d. Control measures shall be included to validate and, where necessary, to refine screening procedures.

e. Referral for further evaluation shall be arranged for those pupils who show problems significant enough to warrant further diagnostic study.

12.18 (2) A referral system which includes interaction with pupils, teachers, school administrators, parents and others having specific responsibilities for or knowledge of pupils who may require special education. The referral system shall show specific procedures for:

a. Securing initial screening for previously unidentified pupils who may require special education.

b. Obtaining health history, social work services, psychological evaluation, educational evaluation, vision evaluation, language, speech and hearing evaluations and other evaluations considered necessary for pupils as a result of special education screening or assessment.

12.18 (3) Specialized tests, materials and equipment appropriate to the diagnostic process shall be available for use by qualified professionals.

a. When assessment and diagnostic procedures and instruments are selected, adjustments shall be made where necessary to account for sensory and physical differences, emotional and perceptual characteristics, socio-cultural and linguistic background and home environment of pupils. The appropriateness of such procedures and instruments shall be considered in administering such tests and evaluating the results.

b. Tests to determine the intellectual functioning of hearing impaired pupils shall be selected from non-language performance scales standardized on, or adapted for, the hearing impaired.

12.18 (4) A confidential record, subject to audit by the department, registering the name and certified disability of each child requiring special education and shall be maintained by the area education agency and provision made for its periodic revision. Adequate records of the population screened shall be maintained.

12.18 (5) If the screening, assessment and evaluation procedures required by these rules are performed under contract by an agency other than the school district or area education agency, it shall be the duty of the area education agency to assure that these requirements are met.

12.19(281) Placement.

12.19 (1) The area education agency shall have written procedures for the determination of eligibility and placement of pupils in appropriate special education programs and the receipt by pupils of special education services. The area education agency and any school district therein, in discharging its responsibilities in connection with the provisions of special education, shall employ such procedures. They shall include:

a. The utilization of diagnostic-educational teams for evaluation and placement recommendations for children requiring special education instructional programs.

b. The compilation or acquisition of a comprehensive educational evaluation for each pupil which includes recent evaluations of vision, hearing, language and speech, intellect, social functioning, academic status, health history, and other elements as deemed appropriate by the diagnostic-educational team.

c. A process for informing the parents of the results of screening, assessment, diagnosis and which also provides for parental involvement in determining plans for habilitation prior to placement of any child requiring special education.

d. Specified procedures for parental appeal of placement decisions as defined in section 281.6 of the Iowa Code.

e. The director of special education's certification and assignment of the appropriate weighted enrollment factor.

12.19 (2) When decisions for professional programs and services are made for a particular handicapping condition, the appropriate specialist shall have primary responsibility for recommending the type of program model needed, the extent of services to be provided and the frequency of direct/indirect contacts scheduled for the pupil.

12.19 (3) When recommendations for a pupil with emotional disabilities indicate a need for provision of services in a special class, self-contained special class or class for pupils with severe handicaps, a clinical psychologist or psychiatrist, approved by the department, shall be consulted prior to certification by the director of special education. Such consultation may provide recommendations for additional evaluation, instructional and support services necessary to meet the pupil's needs.

12.19 (4) Placement of each child requiring special education shall be reviewed for appropriateness on an annual basis. When comprehensive re-evaluation is required or requested by school personnel or parent, the pupil shall be referred to the diagnostic-educational team. In either case, written documentation shall be prepared for:

a. Continuation in the program,

b. Transfer to a different program or service, or,

c. Dismissal and follow-up.

12.19 (5) Maximum class size limits are set forth in the following chart and may not exceed the number of pupils indicated.

	Itinerant Teacher	Resource Teaching Programs	Special Class With Integration		Self-Contain Special Cla	
			Elementary	Secondary	Preschool	Elemer
Communication Disability	Not An Option	18	12	15	Department Approval	8
Hearing Impaired	10	Department Approval	10	10		8
Emotional Disability	10	18	12	15		8
Learning Disability	10	18	12	15		8
Mental Disability	Department Approval	18	12	15		8
Physical Disability	10	18	12	15		8
Visually Impaired	10	Department Approval	12	15		8
Chronically Disruptive	Not An Option					
Multiple Handicaps	Not An Option					

* Self-contained special classes at the secondary level may be operated with an enrollmen work experience instructor supervises on-the-job work experience and provides related

NOTE: Chronological Age Range Limitations

1. Resource teaching programs and special classes with integration will be housed school facilities and serve pupils of a corresponding age range.
2. Self-contained special classes may be operated at the preschool level or other as the chronological age range of pupils enrolled does not exceed six (6) year

	Itinerant Teacher	Resource Teaching Programs	Special Class With Integration		Self-Contained Special Class			Severely Handicapped
			Elementary	Secondary	Preschool	Elementary	Secondary	
y	Not An Option	18	12	15	D e p a r t m e n t A p p r o v a l	8	10*	5
	10	Department Approval	10	10		8	10*	5
	10	18	12	15		8	10*	5
	10	18	12	15		8	10*	5
	Department Approval	18	12	15		8	10*	5
	10	18	12	15		8	10*	5
	10	Department Approval	12	15		8	10*	5
	Not An Option							5
	Not An Option							5

al classes at the secondary level may be operated with an enrollment limit of 15 students if a ructor supervises on-the-job work experience and provides related instruction.

ge Limitations

aching programs and special classes with integration will be housed in elementary or secondary lities and serve pupils of a corresponding age range.
ned special classes may be operated at the preschool level or other instructional levels so long nological age range of pupils enrolled does not exceed six (6) years.

12.20(281) Scheduling; Records.

12.20 (1) Within the first 30 days of the school year, each school district, in conjunction with the area education agency, shall provide for the initiation of screening and assessment programs in its schools in order to ascertain which pupils may require special education programs and services.

12.20 (2) Children requiring special education who are pre-registered for the school year or who were enrolled previously and are known to require continued special education of a particular kind or degree shall receive such services or programs as are necessary to permit their satisfactory performance in the education program from the beginning of the school year. Facilities, personnel, classes, supplementary activities, equipment and supplies shall be provided to accomplish this requirement. Necessary programs and services may also be provided to pupils on an extended year basis or in sessions during vacation periods.

12.21(281) Habilitation and Instruction.

12.21 (1) The programs and services provided by special education staff shall be based on and responsive to assessment and diagnostic evaluation of the pupil's case history and present status. The relationship between the special education provided and the overall needs of the child shall be fully considered. The approach shall be interdisciplinary and shall have the objective of improving the capacity of the pupil to learn and function, as nearly as may be, in a normal family and community environment or, if that is not probable of attainment, in the environment most suitable for the pupil.

12.21 (2) The programs and services provided for each child requiring special education shall be contained in a written individualized plan which includes:

a. Establishment of goals and objectives to meet individual needs which are consistent with the pupil's total educational program and curriculum, including opportunities for vocational and career education.

b. Continuous evaluation of the efficacy of the special education program or service provided for each pupil, with resultant redefinition of objectives and habilitative or instructional procedures as needed.

c. The setting forth of the goals and objectives which, when attained, will warrant a change in services provided or dismissal from the program.

d. Reporting pupil status on a periodic basis to parents, teachers and other responsible parties involved.

12.22(281) Consultative Services. Special education consultative services include:

12.22 (1) Provision of information and support to classroom teachers, curriculum specialists, special education support personnel and administrators.

12.22 (2) Supervision and training of aides.

12.22 (3) Inservice training of personnel providing or being prepared to provide instructional or related services.

12.22 (4) Parent counseling and instruction.

12.22 (5) Demonstration of instructional or therapeutic procedures and techniques.

12.22 (6) Curriculum development activities.

12.23(281) Coordination Time. Coordination time shall be provided to staff delivering special education programs and services to allow staff to perform necessary professional responsibilities, such as:

12.23 (1) Parent conferences.

12.23 (2) Attendance at inservice professional development activities.

12.23 (3) Consultations with medical, teaching and other professional support personnel.

12.23 (4) Screening, assessing and evaluating pupils referred after the initial identification program has ended.

12.23 (5) Classroom observation of pupils.

12.23 (6) Planning, record keeping and correspondence.

12.24(281) Records and Reports.

12.24 (1) For each pupil, all screening, assessment and evaluation results shall be evaluated promptly, and a full record made and preserved. The record shall show in detail the handicapping condition of the pupil with respect to performance and capability. For children identified as needing special education programs or services, their records shall also show the certified handicapping condition, the program or services required, and the manner of and extent to which they are being provided, together with the course of progress or regression, if any. Such records shall be confidential and neither the records themselves nor information contained therein shall be disclosed to any persons, except for school

personnel required to use them in connection with the instruction or treatment of the pupil, the parents of the pupil, or persons authorized by a parent. The parental authorization must be in writing and signed.

12.24 (2) Records initiated in accordance with the foregoing paragraph shall be maintained in a current status.

12.24 (3) The area education agency shall adopt and recommend an individual case record for use by professional staff incorporating the following characteristics:

a. The written program and services planned as required by section 12.21 (2) of these rules.

b. Relevant background data, results of assessment and diagnostic reports.

c. The person responsible for primary management of each case and other participants involved.

d. A chronology of all programs or services rendered. Each item appearing in the record shall be dated and signed by the person providing the program or service.

e. Progress reports for pupils receiving services shall be prepared at regular intervals and shall become part of each pupil's case record. A final summary report shall be prepared at the time when services are terminated.

12.24 (4) Individual case records shall be considered official school records and subject as such to general regulations regarding such records. They shall be kept in a manner which insures security, continuity and confidentiality. (See Chapter 68A of the Iowa Code.)

12.24 (5) The custodian of case records shall not furnish them, or information from them, to persons not professionally employed by the school district or area education agency, unless the custodian is in receipt of a release signed by the parent authorizing the furnishing of case record information. Such a release shall provide authority for the furnishing of information only to the person or persons specified therein, unless the terms thereof make it clear that the release is a general release. Whenever information is released, a record shall be made and preserved that shows the recipient and the date of transmittal.

12.24 (6) Procedures shall be established to terminate maintenance of individual case records when the instructional and habilitative program is completed and the pupil no longer has need for services. If there is no time period otherwise prescribed, records shall be kept until not less than three years after the pupil has completed the school program or would have reached the maximum age of compulsory school attendance. This does not preclude transfer of records, or copies thereof, to the school district in which the pupil is newly enrolled.

12.24 (7) Records and reports shall be initiated and maintained by the area education agency in order to provide evidence of:

a. Certification of the existence of an individual's disability for children requiring special education.

b. Approval for pupil participation in programs or services.

c. Approval of program and service personnel.

d. Continuity and sequential development of programs and services.

e. Nature and extent of present programs and services.

f. Assessment of present needs and projections for future needs.

g. Periodic program and services evaluation by staff or outside consultants.

h. Baseline data for research efforts necessary to improve decision-making program planning and staff performance.

12.24 (8) The area education agency and the school district shall submit to the department records and reports specifically requested.

DIVISION VI

PERSONNEL

12.25(281) Certification. Special education personnel shall meet the department certification or recognition requirements for the position employed and shall meet the approval requirements of the department as provided for particular special education services and programs. In addition, any special education personnel who, by the nature of their work, are required to hold a professional or occupational license, certificate, or permit in order to practice or perform the particular duties involved in this state shall be required to hold such license, certificate, or permit.

12.26(281) Authorized Personnel. The following types of special education personnel are authorized to be employed by a school district or area education agency as appropriate. Except as provided in section 12.13 (4) of these rules, the area education agency or school district must employ its authorized personnel on a full time special education assignment to be eligible for special education funding.

12.26 (1) "Director of special education" shall function as an advocate for children requiring special education and serve as an extension of the state division of special education in meeting the intent of the special education mandate and compliance with statutes and rules. The director of special education shall be responsible for the implementation of programs and services for children requiring special education pursuant to provisions of Chapter 1172, Acts of the 65th G.A., 1974 Session, (S.F. 1163, Section 6) and these rules. The director of special education shall be employed on a full-time basis and shall not be assigned the responsibility for any other administrative unit within the area education agency. It shall be the responsibility of the director of special education to report any violation of these rules to the department for appropriate action as provided in the Iowa Code.

12.26 (2) Instructional personnel may be employed to serve as resource teachers, special class teachers, or self-contained classroom teachers in the following areas:

a. Chronically disruptive,

b. Communication disability,

c. Emotional disability,

d. Hearing impaired,

e. Learning disability,

f. Mental disability,

g. Multiple handicapped,

h. Physical disability,

i. Preschool handicapped,

j. Severely handicapped, and,

k. Visually impaired.

12.26 (3) The following positions are classified as support personnel:

a. "Assistant director of special education" shall assist the director of special education in the performance of specific area-wide administrative, supervisory and coordinating functions as delegated by the director of special education.

b. "Special education coordinator" shall be a special educator and shall assist the director of special education in coordinating special education programs and services within a school district.

c. "Supervisor" shall be the professional discipline specialist who has been assigned responsibility by the director of special education for the development, maintenance, supervision, improvement and evaluation of professional practices and personnel within a specialty area.

d. "Hearing clinician" shall provide services necessary for the identification and diagnostic evaluation of pupils having hearing impairments and for the planning and providing of special education programs and services for them.

e. "School psychologist" shall provide psychological services for the identification, planning, referral and counseling of children requiring special education programs and services, and consultation with school personnel and parents.

f. "Speech clinician" shall provide clinical language and speech services necessary for identifying, planning, coordinating and carrying out programs and services for pupils with deficits in language, voice, articulation and fluency.

g. "Consultant" shall be the instructional program specialist and shall provide on-going support to instructional programs for children requiring special education through the supervision and evaluation of curriculum and methodology.

h. "Hospital/homebound teacher" shall provide instruction for pupils who are homebound or hospitalized and unable to attend classes.

i. "School social worker" shall serve children requiring special education through group or individual casework practice, consultation with school personnel, and counseling with parents and pupils.

j. "Educational strategist" shall provide assistance to regular classroom teachers in developing intervention strategies for pupils who are mildly handicapped in obtaining an education but can be accommodated in the regular classroom environment.

k. "Itinerant teacher" shall provide supportive instruction on an itinerant basis to children requiring special education.

l. "Occupational therapist" shall provide those specific therapeutic activities needed by handicapped children.

m. "Physical therapist" shall provide those specific therapies prescribed by a physician that are needed by children requiring special education.

n. "Preschool teacher" shall provide specialized instructional programs and assistance for children less than five years of age who require special education programs and services.

o. "School vocational rehabilitation counselor" shall plan and implement vocational habilitation services to children requiring special education.

p. "Special education media specialist" a media specialist who shall provide correlation of media services only for children requiring special education and provide for the development, availability, maintenance and effective utilization of media for special education programs and support services.

q. "Special education nurse" a school nurse who shall provide professional nursing services only to children requiring special education.

r. "Work experience instructor" shall plan and implement a sequential secondary school program which provides on and off-campus work experiences for children requiring special education.

s. Paraprofessional personnel.

1. "Audiometrist" shall provide hearing screening and other specific activities, as approved by the department, and as assigned and supervised by the hearing clinician.

2. "Communication aide" shall provide, under supervision of a speech clinician, certain language, articulation, voice and fluency activities specifically assigned by the supervising speech clinician.

3. Other paraprofessionals as approved by the department.

12.27(281) Support Personnel Ratios. The granting of departmental approval for the employment of special education support personnel shall be determined after reviewing the justification for employment of such personnel as outlined in the area education agency's special education plan. The employment of special education support services personnel shall be based upon service needs and models utilized. Application for staff/pupil ratios smaller than those specified below will require detailed justification as to the unique special education needs that require the granting of a ratio exception.

Position	Ratio
Hearing clinician	1:6,000-12,000 enrollment
School psychologist	1:2,000-2,500 enrollment
Speech clinician	1:1,000-1,500 enrollment
Consultant	1:10-15 instructional programs
Hospital/homebound teacher	1:10 handicapped pupils
School social worker	1:2,500-3,000 enrollment
Educational strategist	1:1,000-1,500 enrollment
Occupational therapist	1:special education facility
Physical therapist	1:special education facility
School vocational rehabilitation counselor	1:5,000 enrollment
Special education media specialist	1-3:area education agency
Special education nurse	1-5:area education agency
Work experience instructor	1:20-35 handicapped pupils

Modifications in these staff/pupil ratios may be approved subject to the following variations:

12.27 (1) Unusual concentration of handicapped children due to the following:

a. Concentration of special education programs and facilities within a community.

b. High risk socio-economic nature of the community.

c. Other unusual situations resulting in a higher or lower than average prevalence of handicapping conditions.

12.27 (2) Severity of the handicapping condition served.

12.27 (3) Geographic distribution of pupils to be served.

12.27 (4) Characteristics of service model or models to be employed.

12.27 (5) Availability and utilization of paraprofessional assistance.

12.27 (6) Administrative, supervisory and clinical support available to special education personnel.

12.27 (7) Additional responsibilities of support personnel such as staffing, screening and supervision.

12.27 (8) Availability of support personnel who provide complementary service in a team approach.

12.28(281) Paraprofessionals. Clinical aides and instructional aides (paraprofessional personnel), as approved by the department, may be employed as ancillary personnel in special education and shall:

12.28 (1) Be at least 18 years of age.

12.28 (2) Complete appropriate pre-service or in-service training specific to the functions to be performed. The area education agency or school district, as the case may be, shall make provision for and require such completion prior to the beginning of service wherever practicable, and within a reasonable time of the beginning of service where the pre-entry completion is not practicable. In addition, the area education agency or school district shall provide such advanced or continuing training or instruction as may be appropriate on an in-service basis.

12.28 (3) Work under the supervision of the appropriate professional.

DIVISION VII

FACILITIES, MATERIALS AND EQUIPMENT

12.29(281) Facilities.

12.29 (1) Each school or other center where special education programs or services are provided shall supply therefor facilities which shall be at least equivalent in quality to regular classrooms in the system, located in buildings housing regularly enrolled pupils of comparable ages and meet the following criteria:

a. Rooms shall be provided for itinerant and permanently-assigned staff and shall be regularly available for their use, of adequate size, with sufficient and appropriate work space, seating space and furnishings.

b. Physical mobility of pupils shall be considered in providing an environment that is architecturally barrier-free.

12.29 (2) Where available space in schools or other centers does not meet these standards, relocatable buildings for special education programs and services may be approved by the department. The use of such buildings shall be subject to reapproval or termination of approval, by the department, at intervals not to exceed one year.

12.29 (3) Special education personnel shall be provided office space, secretarial and clerical assistance and telephone service.

12.30(281) Materials and Equipment.

12.30 (1) Each school district shall make provision for its special education programs and services, building modifications, necessary equipment and materials, including both durable items and expendable supplies; provided that, where an area education agency, pursuant to appropriate arrangements authorized by the laws of this state, furnishes a special education program or service, performance by the area education agency shall be accepted in lieu of performance by the school district.

12.30 (2) Each area education agency or school district operating one or more special education programs or services shall have a comprehensive program in operation under which equipment for those programs and services is acquired, inventoried, maintained, calibrated and replaced on a planned and regular basis.

12.30 (3) The area education agency or school district responsible for the operation of a special education program or service shall provide special aids, equipment, materials, or supplies as necessary and *approved by the department, but shall not* provide devices prescribed or designed on an individual basis for a particular pupil.

DIVISION VIII

PROGRAM REVIEW

12.31(281) Reports and Consultation.

12.31 (1) Not later than August 1 of each calendar year, each area education agency, on forms provided by the department, shall make a report covering the fiscal year just ended on June 30 to the department containing the following:

a. A narrative summary of the special education programs and services of the area education agency and constituent school districts during the school year just concluded.

b. The number of pupils who, during the school year or any part thereof, were identified to be in need of special education programs and services, listed by resident school district, types of programs and services needed with the number of pupils needing each type.

c. The number of pupils receiving special education, both in total and by each classification for each school district.

d. The reasons for any disparity between the numbers of pupils needing programs and services and the numbers receiving them.

e. Such other information and data as the department may require.

12.31 (2) The department will evaluate each report submitted and may require the reporting area education agency to furnish additional information to ascertain the status of special education programs and services of the area education agency in compliance with the requirements of Chapters 257 and 281 of the Iowa Code and these rules.

12.31 (3) The department shall inform the area education agency in writing if any aspect of its report is unsatisfactory and, in such case, shall include the reasons therefor. At the initiation of the area education agency, school district or the department, conferences and consultations may be held on any matter relating to a report of the special education programs and services of the area education agency.

12.32(281) Rule Exception. When, in unique circumstances, these rules do not provide for the appropriate program for a child requiring special education, the director of special education may request a rule exception from the department. Such a request shall be in writing and include:

12.32 (1) A description of the unique circumstances, and,

12.32 (2) The proposed program or service alternatives. Department action on a request for a rule exception shall be communicated in writing to the director of special education and, if granted, such an exception shall be valid for one year.

12.33(281) State Aid. Any state aid otherwise available to a school district or area education agency on account of its special education programs and services, or otherwise, may be suspended or withheld in whole or in part by the department in the case of a school district, area education agency, or other entitled entity to which these rules apply and which district, agency or entity is not in compliance therewith.

DIVISION IX

PUBLIC PARTICIPATION

12.34(281) Information.

12.34 (1) Pupils, parents and the general public are the patrons of special education programs and services provided by school districts and area education agencies. To the end that these patrons may have reasonable opportunity to know of the programs, services and appeal procedures to which they are entitled, the procedures for obtaining them and the manner in which they are being provided, each area education agency shall:

a. Establish and conduct an information program relating to special education programs and services, including their content, methodology and availability.

b. Notify parents of pupils of the times and places where screenings and assessments are to occur to identify children requiring special education.

c. Promptly following each such screening, assessment, or diagnostic evaluation, notify the parents of each pupil screened, assessed or diagnosed of the results thereof as they pertain to the child of such parents. The notification shall include a statement as to whether the child was found to deviate from the norm in any respect and whether a program of treatment or special education service is proposed, together with an explanation of its intended character and duration. If a handicap is identified and no program of treatment or service is proposed, the reasons for making no proposal shall be set forth in the notice.

12.34 (2) Each school district and area education agency shall assure that the professional personnel engaged in its special education programs and services are available for individual conferences with parents. With reference to a child receiving special education, the conferences shall be for the purpose of providing information on the nature of the program, progress or lack thereof on the part of the child, and measures recommended to be taken by the parents and other family members. Parents of children not receiving special education also shall be entitled to a conference with professional personnel, if they desire to ascertain why their children are not receiving special education.

12.35(281) Advisory Mechanisms and Procedures.

12.35 (1) Each area education agency may provide on a regular basis for the receipt of advice from parents and the community at large concerning the education of children requiring special education programs and services

and the special needs of such pupils. The area education agency shall inform the department of the method and arrangements which it employs to secure such advice and shall provide such documentation concerning the actual operation thereof as the department may require.

12.35 (2) The area education agency shall prepare, issue, keep in force and from time to time revise or amend rules and procedures whereby parents may obtain a review of decisions made by school authorities concerning the extent and character of special education programs and services provided for or denied to a pupil. Such rules and procedures shall be on file in the office of the school district as a public record, in the offices of the area education agency and a copy thereof shall be available to any resident of the school district without charge, upon request.

DIVISION X

FINANCE

12.36(281) Adminstrative Support. Administrative costs incurred in behalf of the area education agency special education support services, including facilities for special education support services personnel, shall be included in calculating the cost per pupil to be assessed school districts.

12.37(281) Contractual Agreements. Any special education instructional program not provided directly by a school district or any special education support service not provided by an area education agency can only be provided through a contractual agreement approved by the department.

12.38(281) Research and Demonstration Projects and Models for Special Education Program Development. Applications for aid, whether provided directly from state funds or from federal or other sources, for special education research and demonstration projects and models for program development shall be submitted to the department.

12.39(281) Additional Services. Additional programs and services for children requiring special education made available through the provisions of Chapter 1172, Acts of the 65th G.A., 1974 Session, (S.F. 1163, Section 8) shall be furnished in a manner consistent with these rules.

12.40(281) Extended Year Or Vacation Period Programs. Approved extended year or vacation period programs for special education programs and services, when provided by the area education agency for children requiring special eudcation, shall be funded through procedures as provided for special education support services in section 442.7 of the Iowa Code.

12.41(281) Special Education Centers. Special education centers, diagnostic and prescriptive, are authorized and funded in accord with special education support services provisions of sections 281.4 and 442.7 of the Iowa Code. When the special educational needs of a child have been determined and when the weighted enrollment factor has been certified, the instructional program will be funded in accord with provisions of section 281.9 of the Iowa Code.

12.42(281) Program Costs. The program costs charged by a school district or area education agency for an instructional program for a non-resident child requiring special education shall be the actual costs incurred in providing that program.

These rules are intended to implement Chapters 257, 280, 281 and 442 of the Code.

These rules shall become effective immediately on filing in the office of Secretary of State as provided in Chapter 17A of the Code.

DATE 9/20/74

/s/ Muriel I. Shepard
MURIEL I. SHEPARD
President, State Board of
Public Instruction

DATE 9/20/74

/s/ Robert D. Benton
ROBERT D. BENTON
State Superintendent of
Public Instruction

EXAMINED AND APPROVED

DATE

ATTORNEY GENERAL

APPROVED

DATE October 8, 1974

/s/ Floyd Millen waf
CHAIRMAN, DEPARTMENTAL RULES
REVIEW COMMITTEE

These proposed rules were submitted to the attorney general on September 26, 1974, and the attorney general did not render an opinion thereon within thirty days of said date.

Filed, '74 Oct 31, PM 2 11, Secretary of State, Iowa.

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PART II
Interim Procedures for Hearing Conservation Services & Educational Programming for Hearing Impaired Pupils

DIVISION I

AUTHORITY, SCOPE, GENERAL PRINCIPLES AND DEFINITIONS

These interim procedures are issued to assist in implementing the Rules of Special Education as set forth by the Department of Public Instruction. The general procedure is to list by number each section of the rules. If a recommended procedure applies to that particular rule, it is expanded in that section. This should facilitate easy reference to the Rules of Special Education and should allow for future revisions of these recommended procedures.

12.1 Scope. Statutes and rules make provisions for educational and educational-related services for pupils with hearing impairments who are enrolled in the public and non-public schools in Iowa.

12.2 General Principles. Due to the complexity of hearing problems and communication disabilities hearing conservation instructional programs and services should emphasize prevention, early identification, medical treatment, habilitation and appropriate instruction for pupils with hearing impairments.

12.3 Definitions. "Hearing Conservation/Educational Services" is the inclusive term denoting prevention, identification, medical referral, counseling, aural habilitation and rehabilitation, and instructional programming for hearing impaired pupils.

DIVISION II

METHODS OF PROVIDING PROGRAMS AND SERVICES

12.4 Regular Instruction Preferred. To the maximum possible, hearing impaired pupils shall attend regular classes and be educated with children who do not require special education programs or services. A positive learning environment is facilitated by the provision of special aids and support services, when appropriate, rather than by special classroom placement. Activities such as curriculum modification in the regular classroom, preferential seating arrangements, advise and counseling with the school principal in the selection of appropriate classrooms and teaching techniques which are more beneficial for hearing impaired pupils, and so forth, should be considered. One should refer to Chapter 281.2 of the Iowa Code and to Appendix A for suggestions.

12.5 Special Education Instructional Programs.

12.5 (1) Self-contained special class. For hearing impaired pupils, integration into other school activities is interpreted to mean participation in lunch, transportation, P.E., art, music and extracurricular activities with non-handicapped pupils. Children in preschool classes for the hearing impaired may be integrated, if appropriate, into activities with non-handicapped children enrolled in a nursery program. Preschool classes for the hearing impaired must be approved by the Department of Public Instruction.

12.5 (2) Special class with integration. Whenever a hearing impaired pupil can participate in one or more academic class(es) such as reading, math, spelling, etc. within the regular school environment, he shall be integrated with non-handicapped pupils.

12.5 (3) Resource teaching program. Hearing impaired pupils served in a resource teaching program may receive supplemental or substitute instructional programming and services which cannot reasonably be provided or administered in the regular instructional program. Hearing impaired pupils enrolled in a resource teaching program should receive instruction from the teacher of the hearing impaired for no more than two hours per day. Department approval is required in order to establish class size maximums for resource teaching programs for hearing impaired pupils.

12.6 Itinerant Model. Instructional programs for hearing impaired pupils may be provided on an itinerant basis by professionally qualified teachers whenever the number and location of pupils to be served does not justify transporting the pupil to: (1) a self-contained special class; (2) a special class with integration; or (3) a resource teaching program.

12.7 Home Services; Hospital Services. Hearing impaired pupils whose condition is such as to preclude their attendance at school shall not be denied assistance from a hospital/homebound teacher. Preference should be given to employing an itinerant teacher of the hearing impaired or a hospital/homebound teacher with some training or experiences with teaching hearing impaired pupils.

12.8 Special School Provisions.

12.9 Transportation.

12.10 Special Education Center. One component of a diagnostic special education center should be a sound-treated facility for hearing testing procedures.

DIVISION III

DISTRICT AND AREA RESPONSIBILITIES

12.11 School District Responsibilities.

12.11 (5) Itinerant instruction or hearing conservation/educational support services.

a. The superintendent, principal or administrator of each school or other center where itinerant instructional programming or hearing conservation/educational services are provided should insure that a room is available on a scheduled basis for those personnel.

b. Classrooms for the Hearing Impaired. The superintendent, principal or administrator of each school or other center where special education instructional programming is provided shall supply facilities which are at least equivalent in quality to the regular classrooms located in the system and located in buildings housing regularly enrolled pupils of comparable ages.

12.12 Area Education Agency Responsibilities.

a. Supervisor, Hearing Conservation/Educational Services. The supervisor has the responsibility of program development, maintenance, supervision, improvement and evaluation of professional practices and personnel within the total hearing conservation/educational services program. The supervisor needs to plan with school district administrative personnel, director of special education, school nurses, advisory groups, parents, teachers and other special education personnel. The supervisor must plan cooperatively with hearing clinicians, consultants for hearing impaired, teachers of the hearing impaired, audiometrists and other personnel providing direct and support services for hearing impaired pupils.

b. Consultant, Hearing Impaired. The consultant for the hearing impaired is the instructional program specialist. The consultant provides ongoing support to the instructional program for hearing impaired pupils through selection, supervision and evaluation of appropriate curriculum and methodology. The consultant must plan cooperatively with the supervisor, hearing conservation/educational services. The consultant shall be included on the diagnostic-educational team considering special class placement (self-contained classroom, special class with integration, resource teaching program) recommendations for hearing impaired pupils. Among other responsibilities are providing inservice training, parent education and demonstration teaching.

DIVISION IV

PLANNING

Purposes

Goals and objectives for school hearing conservation/educational programs should be established to prepare more effectively to meet the needs of each hearing impaired pupil.

A *goal* is a statement of broad direction, purpose or intent based on program functions or individual pupil needs to provide appropriate and adequate services. Goals have to be measurable, must be specific in nature and cannot be global and timeless.

Objectives are desired accomplishments which can be measured within a given time frame. Objectives should be developed that support and contribute to the achievement of identified and verified needs. Objectives may be program specific or individual pupil specific. They should relate to the goal statements and are used as steps toward meeting the goal statements.

A hearing conservation program in the school should have a primary goal to meet the needs of each pupil in developing maximum competence in communication. All goals and objectives shall be written and should be well defined. Goals and objectives should be known to the school administrator(s), the professional personnel providing services, other programs or departments within the school system, cooperating agencies outside the school system, parents of pupils with hearing impairments, and the community at large.

a. The goals and objectives of school hearing conservation/educational programs should be established to meet the varying communication needs and skills of individual pupils, should reflect comprehensive planning, and should provide for the development of a continuum of services including appropriate procedures for prevention, early identification, diagnosis, consultation, referral, habilitation, instruction, and evaluation.

b. Program objectives should be established which provide for a continuum of services.

c. Program goals and objectives should ensure that an individual pupil's needs and behavior remain central to the provision of services.

d. The program goals and objectives should complement those of the total school program; be consistent with and appropriately represent the qualifications of staff, space, and fiscal resources; and, reflect the program's growth potential.

e. Individual pupil goals and objectives shall meet the needs of each hearing impaired pupil, shall be written and should be well defined. (Refer to PDME, Planning, Development, Management, Evaluation Manual, ASHA, 1973).

12.13 Content and Development of Plan. The goals and objectives developed for a comprehensive hearing conservation/education program should be reflected in the Area Education Agency's plan submitted to the department.

12.14 Basis of Approval of Plan.

12.15 Approval of Plan: Exceptions.

12.16 Approval of Plan: Personnel.

DIVISION V

SERVICES AND PROGRAM MANAGEMENT

12.17 Programs and Procedures Required.

12.18 Identification, Assessment and Evaluation. Ideally pupils in all grades in the school age population should be assessed annually for hearing sensitivity. However, with respect to the number of professionals and para-professionals available, equipment, time, and financing available the optimum program cannot always be attained.

12.18 (1) a. It is recommended that kindergarten and grades one through six, one grade at the junior high level (preferably eighth grade) and one grade at the high school level (preferably tenth grade) be screened each year. In addition, new students, special education instructional classes (mental disabilities, learning disabilities, emotional disabilities, physical disabilities, communication disabilities, and classes for children who are chronically disruptive or who have multiple handicaps) and all referrals should be screened annually. Also, preschool children (kindergarten roundup, headstart, and nursery schools) should be screened annually. Pupils with known hearing impairments shall be provided appropriate audiological evaluations annually.

b. Identification audiometry may be provided in two ways. Screening audiometry involves testing in an abbreviated way, large numbers of pupils, resulting in the ready identification of those who have hearing sensitivity within normal limits and those tentatively identified as having hearing problems.

1. Individual: It is strongly recommended that individual pure tone screening be provided for all grade levels whenever possible. Preschool and kindergarten pupils shall be screened individually.

2. Group: Because of the limitations of the individual sweep check with respect to the large numbers of pupils in need of an annual hearing assessment and the staff available to perform this service, group screening procedures may be utilized. First grade through twelfth grade may be screened using a group technique. The maximum group size is ten pupils.

c. Specific models in conducting a hearing conservation identification, assessment and diagnostic evaluation program may be provided through four methods. These methods are:

1. Method I: Each pupil is scheduled for an individual pure tone sweep hearing screening check performed by a qualified audiometrist. Following this initial screening test, each pupil who does not pass, based upon a set of predetermined pass-fail criteria, is given a comprehensive audiological evaulation. This follow-up evaluation is performed by a qualified hearing clinician within seven to ten days following the initial screening phase. If preschool children are screened by the audiometrist, special emphasis, training, and supervision should be provided for the audiometrist by a qualified hearing clinician to insure valid results with young children.

2. Method II: Each pupil is scheduled for a group pure tone sweep hearing screening check performed by a qualified audiometrist. Individual pure tone hearing screening assessments are administered for preschool and kindergarten children. Following the group hearing screening assessment, each pupil who does not pass, based upon a set of predetermined pass-fail criteria, is followed up by an individual pure tone sweep check. This second phase is performed by the audiometrist on the same day of the group testing phase. Following this individual rescreening, the pupil who does not pass is given a comprehensive audiological evaluation. This evaluation is performed by a qualified hearing clinician within seven to ten days following the initial screening and rescreening phase.

3. Method III: Each pupil is screened or receives a complete audiological evaluation by a qualified hearing clinician. Individual hearing screening assessments are provided for preschool and kindergarten children and group procedures, if deemed appropriate by the hearing clinician, for pupils in grades one through twelve. This option does not employ the use of audiometrists and it must be emphasized that many hours of valuable time are lost when the hearing clinician has to perform the initial phase (screening portion) of the hearing conservation program.

4. Method IV: Individual pure tone hearing screening assessments are administered for preschool and kindergarten children. Each pupil in grades one through twelve is scheduled for group pure tone hearing screening check performed by a qualified audiometrist. Following the group hearing screening, each pupil who does not pass, based upon a set of predetermined pass-fail criteria, is followed by an individual pure tone sweep check. This second phase is performed by the audiometrist on the same day of the group testing phase. Following this second phase of rescreening, the audiometrist will perform a pure tone air conduction threshold test. This third or final phase of testing shall be done under the *direct supervision** of a certified hearing clinician.

*Direct supervision is defined as meaning that the hearing clinician and audiometrist are within the same facility or school not necessarily in the same room.

Method I is the preferred procedure to be followed. However, each method should be considered carefully and a decision made based upon the program which will best serve the pupils in a specific area with the available qualified personnel, both professional and paraprofessional.**

d. It is recommended that 500 Hz, 1000 Hz, 2000 Hz, and 4000 Hz be utilized in the screening of all elementary and preschool level pupils. At the junior and senior high levels include 6000 Hz as a screening frequency which may assist in identifying a noise induced hearing loss.

e. It is recommended that intensity levels for group screening be set at 20 dB HL at all frequencies and 15 dB HL at all frequencies for individual screening.

f. The criteria for failure in screening audiometry is the inability to hear the signal (tone) at the recommended screening level at any one frequency in either ear.

g. Threshold audiometry provides minimal hearing sensitivity results for those pupils who failed the initial screening phase. Specialized tests such as bone conduction, speech audiometry, etc., and materials appropriate to the diagnostic process should be made available for use by hearing clinicians. The purpose of specialized evaluations are to lead to the final identification of those pupils who have hearing impairments. Among the purposes of threshold audiometry are:

1. Case finding to prevent the growth of diseases and conditions that lead to hearing loss.

2. Identification of pupils with hearing defects.

3. Referral for medical examination and treatment to restore hearing when possible.

4. Aid in planning habilitation and rehabilitation programs for those with chronic or permanent hearing losses.

h. In order to provide state-wide uniformity, it is recommended that the following classification system be utilized by all hearing conservation personnel.

1. MS (medically significant hearing loss). The recommended criteria for initiating a medical referral are:

(a) Criteria for referral based upon the loss in the speech range:

(1) Threshold responses of 25 dB HL or greater, at 2 or more frequencies in one or both ears at 500, 1000 or 2000 Hz.

**One should note that the screening procedure performed by the audiometrist are pure tone procedures. Tympanometry screening procedures or impedance/admittance evaluations shall not be performed by audiometrists.

(2) Threshold responses of 30 dB HL or greater, at one frequency in one ear at 500, 1000 or 2000 Hz.

(b) Medical referral criteria for the high frequency range are:

(1) Threshold responses of 35 dB HL or greater, at two or more frequencies in one or both ears at 3000, 4000, 6000 or 8000 Hz.

(2) Threshold responses of 40 dB HL or greater, at one frequency in one ear at 3000, 4000, 6000 or 8000 Hz.

(c) Considerations to be observed in medical reevaluations are:

(1). Hearing loss has progressed 15 dB HL or more, at two or more frequencies during the past year. Plus or minus differences of 5 to 10 dB may be due to test environment, calibration, variability of responses, or may be a valid difference.

(2) Routine periodic reevaluation for medical and/or educational reasons.

(3) Differences of 15 dB HL or greater, at any three or more frequencies between ears.

(4) Medical history regarding past and present upper respiratory infections, otitis, other viral infections, trauma, and so forth.

(5) Any pupil whose hearing sensitivity responses, although not depressed within accepted otological referral criteria, or appear to be of a high risk nature to the hearing clinician should be referred (e.g., demonstratable air-bone gap, observable drainage or obstruction of the ear canal, etc.)

2. ES (educationally significant hearing loss). To be classified as educationally significant the hearing loss must contribute in some way to learning or communication problems. To determine whether a pupil falls into this broad category, one must examine audiometric findings of both pure tone and speech audiometry, performance in the learning and communication areas, and medical and developmental history. Some of this information may be obtained directly by the hearing conservation/education services program personnel or with the help of other professionals (e.g., school psychologist, school social worker, speech pathologist, physician, etc.). Only in this way can one determine the true degree of educational significance of any hearing impairment. The evaluative implications associated with the educationally significant hearing loss can be fairly simple, or quite complex. In programs not employing all appropriate professionals, the evaluative, as well as programming, must be initiated and provisions made by the hearing clinician. In respect to audiological evaluations, these cases should be reevaluated annually in order to determine if hearing sensitivity has

changed and, if so, if further medical and/or audiological evaluations are necessary. In cases where amplification is involved, the degree and type of follow up will vary from program to program. Some programs have the professionals and the equipment to do hearing aid evaluation and monitoring, while others refer to outside agencies (e.g., Gundersen Clinic, Mayo Clinic, University of Iowa, etc.) for these services.

Evaluations reflecting a change in the status of learning or communication skills should be programmed on the basis of individual case needs. The extent of these evaluations may range from periodic consultation with individual teachers, to regular comprehensive diagnostic evaluations geared to an individual's educational or remediation program.

3. MES (medically/educationally significant hearing loss). To be classified as medically/educationally significant, the hearing loss must, in some way, contribute to the learning or communication problems *and* meet the criteria set forth for the medically significant hearing loss. This would serve as a temporary category. A hearing impaired pupil would be kept in this category until audiological or medical findings deem that they should be classified as having normal hearing or included in one of the other categories.

4. NS (non-medically/non-educationally significant hearing loss). This group has also been labeled as "border line," "deferred," "questionable," etc. The group includes all pupils with hearing losses not included in the previous three categories. In other words, the hearing levels do not fall within a predetermined normal limits range, and additional information does not reveal a medical or an educational problem. This would include the mild hearing losses at a single frequency, a mild sloping loss in the high frequencies, a mild unilateral loss, etc. Although currently medically and educationally non-significant, these pupils should be reevaluated, at least annually.

12.19 Placement. The diagnostic-educational team, prior to placement decisions, shall have data concerning the following types of evaluations:

a. Visual Evaluations. All hearing impaired pupils shall have their vision screened by the local school nurse or by the county nurse and if appropriate, referral should be made to an eye specialist for further evaluation.

b. Hearing Evaluation. A complete battery of diagnostic evaluations shall be administered for all hearing impaired pupils by a certified hearing clinician. The evaluations should include pure tone air and bone conduction thresholds, speech reception and speech discrimination testing, and such other special tests as deemed necessary by the hearing clinician. In cases where the pupil is wearing a personal hearing aid or where amplification may be indicated, the initial evaluation should include a hearing aid evaluation.

c. Language and Speech. Performed by a certified speech clinician and shall be conducted in order to assess language and speech skills of each hearing impaired pupil.

d. Intellectual evaluations for hearing impaired pupils shall be administered individually and shall be selected from the following (but not limited to) standardized tests for hearing impaired individuals:

1. Hiskey Nebraska Test of Learning Aptitudes

2. Leiter Performance Scale

3. Grace Arthur Point Scale Performance Test

4. Supporting information may be obtained from portions of the following tests:

(a) Weschler Intelligence Scale for Children (Performance Scale),

(b) Weschler Preschool and Primary Scale of Intelligence (Performance Subtests),

(c) Visual-Motor Skills Tests (from Stanford-Binet),

(d) Goodenough Draw-a-Man Test,

(e) California Test of Mental Maturity,

(f) Columbia Mental Maturity Scale,

(g) Raven's Progressive Matrices,

(h) others deemed appropriate by the examiner.

e. Social evaluation tests shall be given by qualified personnel and may be selected from the following, but not limited to:

1. Vineland Social Maturity Scale

2. Caine - Levine Scoial Competency Scale

f. Academic evaluations at appropriate age levels shall be administered to assess academic areas and overall general achievement. Selection may be from the following tests, but not limited to:

1. Metropolitan Reading Test (Normal to Deaf)

2. Wide Range Achievement Test

3. Peabody Picture Vocabulary Test

4. Iowa Test of Basic Skills

5. California Achievement Test

6. Stanford Achievement Test

7. SRA Achievement Series

g. Medical history of hearing impaired pupils shall be obtained by the school nurse or hearing clinicians. Referral to an otolaryngologist or family physician shall be made by the hearing clinician when deemed professionally appropriate.

h. Other evaluations as deemed appropriate by the diagnostic educational team.

12.19 (4) Goals and objectives shall be systematically developed and written by the teacher of the hearing impaired for each hearing impaired pupil. All goals and objectives should be reviewed by the Supervisor, Hearing Conservation Services, Consultant, Hearing Impaired or Hearing Clinician prior to being implemented by the teacher. Quarterly reports indicating progress or changes in goals and objectives shall be written and disseminated as appropriate.

12.19 (5) Instructional Programs for Hearing Impaired Pupils.

a. Class size for resource teaching programs and preschool classes for hearing impaired pupils shall be based upon Department of Public Instruction approval. As a general rule, preschool classes will be approved on the basis of a class size not to exceed a maximum of five pupils.

b. It is recommended that a teacher aide be assigned to preschool classes for hearing impaired, to classes for the severely hearing impaired, and to self-contained special classes for the hearing impaired through the third grade level.

12.20 Scheduling; Records. Within the first 30 days of the school year, a master hearing screening schedule should be established. Generally, the school districts to be screened during the first and second semesters should be listed and this tentative schedule forwarded to the appropriate local school personnel.

12.21 (2) d. Reporting the status of hearing impaired pupils' progress or regression to parents should be completed at least once during the school's regularly scheduled reporting period, (e.g., every six weeks, nine weeks, etc.) and is considered minimum.

On-going contact should be maintained with regular classroom teachers and other support personnel who are providing services to hearing impaired pupils.

12.22 Consultative Services. Refer to Appendix A for suggestions in implementing some consultative services.

12.23 Coordination Time. Hearing conservation staff members should be given additional released time and financial support for participation in orientation workshops, and inservice and continuing education, including

professional meetings and conferences. It is recommended that the hearing clinician have the equivalent of one-half day per week.

12.24 Records and Reports. Refer to Appendix B for suggestions in keeping records and reports.

DIVISION VI

PERSONNEL

12.25 Certification.

12.26 Authorized Personnel.

a. Supervisor, Hearing Conservation/Educational Services. The supervisor shall have the responsibilities as set forth in Division III, 12.12 a. of these interim procedures.

Minimal Qualifications

1. Master's degree, in audiology or education of the hearing impaired, or equivalent.

2. Four years of teaching experience, two years which are in special education.

3. Certification from Teacher Education and Certification Division, Department of Public Instruction.

(a) Endorsement 36 or Statement of Professional Recognition as a hearing clinician, or

(b) Endorsement 10, 20 or 35 with approval 82.

4. Supervisors should have coursework in the areas of management, supervision and curriculum.

b. Consultant, Hearing Impaired. The consultant, hearing impaired has the responsibilities as set forth in Division III, 12.12 b. of these interim procedures.

Minimal Qualifications

1. Master's degree in education of the hearing impaired, or equivalent.

2. Four years of teaching experience, two years which are in special education.

3. Certification from Teacher Education and Certification Division, Department of Public Instruction.

a. Endorsement 10, 20 or 35 with approval 82.

c. Hearing Clinician. The hearing clinician shall provide services necessary for the identification and diagnostic evaluation of pupils having hearing impairments and for planning and providing special education programs and services for them. In order to perform these duties effectively the hearing clinician must possess knowledge in the normal development of language and speech and the nature and causes of hearing impairments. The hearing clinician must possess a mastery of diagnostic skills, procedures, techniques and instrumentation in order to assess and analyze the nature and severity of hearing impairments. An understanding and mastery of management techniques is important in providing services and instruction for hearing impaired pupils and in supervising audiometrists. The hearing clinician must be effective in working in an interdisciplinary team approach.

Minimal Qualifications

1. Master's degree, in audiology, or equivalent.

2. No teaching experience required.

3. Certification from Teacher Education and Certification Division, Department of Public Instruction.

(a) Endorsement 36 or

(b) Statement of Professional Recognition as a hearing clinician.

d. Teacher of the hearing impaired. The teacher of hearing impaired pupils occupies a very vital position in the hearing conservation/educational program. The teacher shall possess knowledge in the normal development of language and speech and the nature and causes of hearing impairments. The teacher must possess a mastery in teaching academic subjects at the appropriate grade levels. Of importance is the ability to develop and adapt curriculum materials, instructional procedures and the use of media and instructional technology. The teacher needs a strong foundation in the philosophical approaches to education of hearing impaired pupils, psychological characteristics and social adaptation of hearing impaired individuals and problems and trends in the education of the hearing impaired. The teacher may provide itinerant services, work in a resource teaching program, special class with integration, or in a self-contained special class.

Minimal Qualifications

1. Baccalaureate degree in education of the hearing impaired, or equivalent.

2. No teaching experience required.

3. Certification from Teacher Education and Certification Division, Department of Public Instruction.

(a) Endorsement 35 with approval 82.

(b) Endorsement 10 or 20 (appropriate to grade taught) with approval 82.

(c) Preschool teachers.

(1) Completion of a program specifically designed for teaching preschool hearing impaired children, or,

(2) Endorsement 10 or 35 with approval 82 and a minimum of eight semester hours in the education of preschool children, or

(3) Endorsement 53 and completion of an education of the deaf sequence.

NOTE: An education of the deaf sequence is a minimum of 20 semester hours in education of the deaf including student teaching and practicum at the appropriate grade level.

e. Other supportive personnel which are often utilized in providing a comprehensive hearing conservation program are:

1. Pediatrician or family doctor. The pupil's pediatrician or family physician should be known to school personnel for emergency medical treatment purposes. The pupil's physician should be made aware of the pupil's enrollment in the program and should be referred for appropriate medical attention whenever necessary by the school nurse, principal, or hearing clinician. If the parents or legal guardian elects not to pursue medical treatment for any reason, such as for religious beliefs, personal reasons, etc., the hearing conservation/education services program shall maintain a record of such request and subsequent actions.

2. Otologist or otolaryngologist. A report of otological evaluations should be included in the pupil's health history. In addition, records of any medical or otological treatment should be available. The pupil should return as often as recommended by the ear specialist or as recommended by the hearing clinician. It is recommended that an otological consultant serve on the advisory committee for the hearing conservation services in each Area Education Agency.

3. School principal or administrator. School administrators shall assist in obtaining proper physical facilities for use in carrying out the services of the hearing conservation/education program. The principal should also be utilized as a liaison between the hearing clinician, teachers, supervisors, consultants, school personnel, and parents. The hearing clinician shall be responsible to the school administration as to pupil progress and case disposition.

4. Counselors. The school guidance counselors may be utilized to monitor the educational progress of the hearing impaired pupil. The

counselor may assist in setting up teacher conferences and act as a liaison between the hearing clinicians, teachers, supervisors, consultants and faculty. Referral for rehabilitation services should be made when the hearing impaired pupil reaches the Junior-Senior High level. The hearing clinician and counselors (rehabilitation and guidance) can then make the necessary recommendations regarding vocational and career services available to the pupil.

5. Remedial teachers. May provide supplemental help as needed. For example, some hard of hearing pupils may benefit from supplemental help from a remedial reading teacher, remedial math teacher, etc.

6. Private tutor. Parents or the school system may employ a tutor to help their child develop a given skill(s). The pupil's teacher should communicate with the tutor regarding specific skill development.

7. Regular classroom teachers. Regular classroom teachers are extremely important in order to provide appropriate integration of hearing impaired pupils with non-handicapped pupils. Supervisors, hearing conservation/educational services, consultants hearing impaired, hearing clinicians and teachers of the hearing impaired should provide information, suggestions and demonstration teaching for the regular teachers so hearing impaired pupils can profit from regular instructional programs.

12.27 Support Personnel Ratios.

12.28 Paraprofessionals.

a. Role of the Audiometrist. As defined in the rules of special education, an audiometrist shall provide hearing screening and other specific activities, as approved by the department, and as assigned and supervised by a hearing clinician.

The audiometrist's major function is to conduct pure tone air conduction screening assessments. The audiometrist may also provide pure tone thresold evaluations if under the direct supervision of a hearing clinician. Direct supervision is defined as meaning that a team approach is utilized and that a hearing clinician and audiometrist are conducting threshold evaluations or activities simultaneously in the same school building or facility.

It should be noted that audiometrists shall not utilize tympanometry screening procedures nor impedance/admittance testing techniques.

1. Primary duties.

(a) Complete the prescribed training as specified by the Division of Special Education, Iowa State Department of Public Instruction.

(b) Administer group or individual hearing screening pure tone air conduction assessments to pupils in assigned schools.

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(c) If under direct supervision of a hearing clinician, assist in administering pure tone air conduction threshold assessments to all pupils who do not pass the screening tests.

(d) Report any unusual or difficult testing situation or school personnel problem to the supervisor, hearing conservation services or the supervising hearing clinician.

(e) Assume the responsibility for compiling comprehensive records and reports as locally determined.

(f) Observe policies and procedures of local employer with respect to typical employee standards.

(g) Whe appropriate, discuss with the nurse the testing situation (noise encountered, disturbances, etc.) and test procedures (frequencies involved, hearing level, etc.) for a pupil. Diagnostic and prognostic interpretations are the responsibilities of the supervisor, hearing conservation/education services or hearing clinician.

(h) Refer any questions from a teacher, nurse, parent or administrator pertaining to specific hearing testing results to the supervisor, hearing conservation services or hearing clinician.

(i) Perform only the duties of an audiometrist as outlined by these instructions and such other duties not in conflict with these standards as may be established by the employing agency.

b. Requirements for Employment of Audiometrists. The following standards will apply with respect to employment of a person to serve as an audiometrist:

1. The prospective audiometrist shall be formally trained at an approved institution offering such training or be trained by a hearing clinician approved and certificated by this department.

(a) The minimal formal course content shall consist of areas of content and emphasis as set forth in "Trining Program for Audiometrists," published by this department.

(b) Each audiometrist shall receive at least four days of practicum in hearing testing closely supervised by a hearing clinician certificated and approved by this department or by an audiologist holding the American Speech and Hearing Association's Certificate of Clinical Competence in audiology.

2. An audiometrist must always work under the on-going supervision of a hearing clinician certificated and approved by this department.

3. By September 15, of each year submit to the Division of Special Education on forms provided by the division, the audiometrist's name, certification that the training program has been completed and the supervising clinician's name and certification number. Refer to attachment No. 1.

c. Training Program for Audiometrists.

1. Formal Course Content Training

(a) Anatomy and physiology of the hearing mechanism. (A presentation of the normal hearing process.)

(b) Basic hearing science. (A presentation to develop basic concepts of acoustics, psychoacoustics, and physics of sound.)

(c) Hearing testing. (A presentation on measuring hearing loss by pure tone air conduction. Both individual and group screening methods and theshold testing will be taught.)

(d) Equipment. (A presentation on operation and maintenance of equipment used in screening and threshold procedures.)

(e) Hearing Conservation. (A presentation of basic principles in school, community and industrial hearing conservation programs.)

(f) Record keeping. (A presentation on need for adequate and accurate records and information pertinent for recording.)

(g) Ethical behavior. (A presentation to define and specify the duties, responsibilities and obligations of the audiometrist.)

(h) Detecting hearing loss. (A presentation to consider behavior, signs, symptoms and other cues which may indicate a hearing deficit in addition to threshold test results).

(i) Child development. (A presentation of normal child development.)

(j) Psychology of human behavior. (A presentation of the expected behavior of individuals with particular attention to those behavior's which would have an effect on the testing situation.)

2. Formal Practicum.

(a) Supervised practicum. (A period of intensive supervised practice in administering hearing screening and theshold tests.)

(b) On-going supervision by a certificated and approved supervisor, hearing conservation services, hearing clinician or by an audiologist holding the Certificate of Clinical Competence in audiology from the American Speech and Hearing Association.

3. Training Emphasis.

(a) Anatomy and physiology of the hearing mechanism and basic hearing science: two days.

(b) Hearing testing, equipment and hearing conservation: two days.

(c) Record keeping, ethical behavior, and detecting hearing loss: one day.

(d) Child development and psychology of human behavior: one day.

(e) Supervised practicum: four days.

4. Advanced Training. The audiometrist who conducts pure tone threshold evaluations under the direct supervision of a hearing clinician shall complete the following additional training.

(a) The communication process. (A presentation concerning the normal development of language and speech and the effects of hearing impairments on this development.) one-half day.

(b) Hearing measurements. (An overview concerning problems in masking, bone conduction evaluations and speech audiometry.) two days.

(c) Instrumentation trouble shooting. (A presentation concerning daily listening checks, an overview demonstration the necessity of calibration checks and an overview of hearing aids.) one day.

(d) Practicum. (Supervised threshold evaluations.) one and one-half days.

5. Continuing education. Each subsequent year that an audiometrist is employed, the audiometrist shall be provided with a one day review and update concerning the Area Education Agencies, hearing conservation/education services program.

d. Interpreters of the Hearing Impaired. When deemed essential and appropriate by the hearing conservation/education services personnel, a request for approval of an interpreter may be made through the Director of Special Education to the department. The request shall indicate the name of the interpreter, the pupil(s) to be served and a statement of the need.

ATTACHMENT NO. 1

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Special Education Division
Grimes State Office Building
Des Moines, Iowa 50319

AEA Number: _____

Districts Served by District Number: _____

PROGRAM APPROVED: AUDIOMETRIST

Name of Sponsoring AEA: _____

Position Title: _____ Name: _____

Period of Service _____ to _____

Name and certificate number of certificated hearing clinician under whose supervision the audiometrist will receive training and provide service:

Name: _____ Certificate No. _____

1. ___ I certify that the above-named audiometrist has satisfactorily completed the basic course of instruction and practicum as established by the department.

2. ___ The above-named audiometrist will conduct pure tone threshold assessments under direct supervision of the supervisor, hearing conservation/education services or hearing clinician. I certify that the above-named audiometrist has completed the advanced training and practicum as established by the department.

3. ___ The above-named returning audiometrist has been provided the one day of continued training as established by the department.

I also certify that the above named audiometrist will not be employed nor be continued in employment unless under the supervision of a supervisor, hearing conservation/education services or certificated hearing clinician. It is also certified that the above-named audiometrist holds the temporary certificate: teacher associate.

ATTESTED BY: AEA Administrator: _____

Director of Special Education: _____

Supervisor or Hearing Clinician: _____

NOTE: It is understood that the above-named audiometrist will remain in employment only so long as he is under the supervision of a certificated supervisor, hearing conservation/education services or hearing clinician.

DIVISION VII

FACILITIES, MATERIALS, AND EQUIPMENT

12.29 Facilities.

a. Particular concern should be given for the room selected for itinerant teachers of the hearing impaired and hearing clinicians.

1. Location. Ground floor level preferred, near main office area, relatively quiet and free from interruption or distractions from other school activities.

2. Size. The minimum acceptable size is 10' x 10' with furniture appropriate for the activity to be provided.

3. Lighting and ventilation.

(a) Artificial. Incandescent lighting is preferred especially if the room will be utilized as a hearing testing facility. Minimum of 70-75 foot candles should be provided.

(b) Natural lighting and ventilation. It is recommended that at least one window be located in the room with an adequate shade.

4. Heating. Adequate heating, ideally with a thermostatic control in the room, should be provided.

5. Power supply. A minimum of one grounded electrical outlet should be located in the room.

6. Acoustical treatment. The ceilings and walls should be acoustically treated. Carpeting and acoustical treatment of the door is advisable if hearing testing is conducted in the room.

(a) If this room is to be used for hearing screening procedures, the maximum octave band ambient noise levels when screening at 15 dB and 20 dB HL respectively under MX 41/AR earphones are:

15 dB Screening Level

125	250	500	1K	2K	4K	8K
43.5	38.0	36.5	45.5	49.5	57.0	60.0

20 dB Screening Level

125	250	500	1K	2K	4K	8K
48.5	43.0	41.5	50.5	54.5	62.0	65.0

(b) If instrumentation is not available to do octave band readings, the ambient noise level should not exceed 51 dBA in order to screen at 30 dB HL.

(c) The ambient noise levels acceptable in order to obtain threshold results at 1 dB HL, 10 dB HL, and 15 dB HL are as follows under MX 41/AR earphones:

1 dB Hearing Threshold

125	250	500	1K	2K	4K	8K
28.5	23.0	21.5	30.5	34.5	42.0	45.0

10 dB Hearing Threshold

125	250	500	1K	2K	4K	8K
38.5	33.0	31.5	40.5	44.5	52.0	55.0

15 dB Hearing Threshold

125	250	500	1K	2K	4K	8K
43.5	38.0	36.5	45.5	49.5	57.0	60.0

(d) If instrumentation is not available to do octave band readings, the ambient noise level should not exceed 46 dBA in order to obtain threshold results at 15 dB HL under MX 41/AR earphones. (Studebaker, 1975, American Standard Criteria for Background Noise in Audiometer Rooms. S 3.1-60, R 1971, proposed revision, 1976.)

b. The following items should be considered in selecting classrooms for hearing impaired pupils at the various levels:

1. Preschool classroom and kindergarten. The classroom should be designed to permit a variety of experiential activities.

(a) Location. It should be located on ground level and have a separate entrance. A play area should be provided.

(b) Size. It should contain at least 1,200 square feet of floor space.

(c) Lighting and ventilation. A minimum of 50-55 candlelight should be provided. A minimum of two windows with shades, blinds or drapes should be provided.

(d) Power supply. A minimum of two double electrical and grounded outlets should be available.

(e) Acoustical treatment. Ceilings should be acoustically treated and wall-to-wall carpeting should be provided.

(f) State statutes on fire safety and handicapped persons, Chapters 100, 103 and 104 A of the Iowa Code shall be implemented. It is important and essential to the safety of hearing impaired pupils that a flashing light fire alarm be connected to the regular fire alarm system in the building.

(g) A system for observation into the classroom should be included so that activities in the rooms can be seen and heard without upsetting the routine of the classes. A control over the system should be maintained to provide privacy for teacher and pupil when necessary.

(h) Miscellaneous. Restroom facilities should be located in the room and hand-washing facilities located outside the restroom for easy supervision.

(1) A kitchenette area should be provided in the classroom.

(2) Physical mobility of pupils shall be considered in providing an environment that is architecturally barrier-free.

2. Elementary level.

(a) Location. The classroom should be located on ground level.

(b) Size. It should contain at least 1,000 square feet of floor space.

(c) Lighting and ventilation. A minimum of 50-55 candle-light should be provided. A minimum of two windows with shades, blinds or drapes should be provided.

(d) Power supply. A minimum of two double electrical and grounded outlets should be available.

(e) Acoustical treatment. Ceilings should be acoustically treated. Wall-to-wall carpeting is recommended but if not available minimally at least one area of the room should have carpeting or a rug for floor activities.

(f) State statutes on fire safety and handicapped persons, Chapters 100, 103 and 104 A of the Iowa Code shall be implemented. It is important and essential to the safety of hearing impaired pupils that a flashing light fire alarm be connected to the regular fire alarm system in the building.

(g) A system for observation into the classroom should be included so that activities in the rooms can be seen and heard without

upsetting the routine of the classes. A control over the system should be maintained to provide privacy for teacher and pupil when necessary.

(h) Miscellaneous. Physical mobility of the pupils shall be considered in providing an environment that is architecturally barrier-free.

3. Junior, senior high level.

(a) Location. It should be located within the regular school building.

(b) Size. It should contain at least 800 square feet of floor space.

(c) Lighting and ventilation. A minimum of 50-55 candle-light should be provided. A minimum of two windows with shades, blinds or drapes should be provided.

(d) Power supply. Each classroom should have one electrical and grounded outlet on each wall.

(e) Acoustical treatment. Ceilings should be acoustically treated and wall-to-wall carpeting should be considered.

(f) State statutes on fire safety and handicapped persons, Chapters 100, 103 and 104 A of the Iowa Code shall be implemented. It is important and essential to the safety of hearing impaired pupils that a flashing light fire alarm be connected to the regular fire alarm system in the building.

(g) Miscellaneous. Physical mobility of the pupil shall be considered in providing an environment that is architecturally barrier-free.

c. If a centrally located diagnostic center is maintained by an Area Education Agency, certain other factors must be considered.

1. A specially constructed sound-treated suite providing adequate attenuation of outside noise shall be available. This suite shall meet American National Standards Institute (ANSI) standards.

2. Adequate equipment to perform tests and permit the facility to be used for possible research projects. Suggested equipment consists of the following: dual channel audiometer, impedance audiometry, automatic audiometry, provision to perform hearing aid evaluations, calibrated sound field audiometry, infant testing materials and equipment, etc.

12.30 Materials and Equipment.

a. Audiometers shall be calibrated to current ANSI specifications initially, recalibrated as needed, and at least annually. Daily listening checks shall be performed to determine that audiometers are grossly in calibration and that no defects exist in major components.

b. A written program for the maintenance of all equipment and the regular calibration of audiometers shall be in operation.

c. Calibration logs shall be kept on all equipment used in the hearing conservation program and be made available for inspection. See Attachment Number 2.

d. Areas that have the necessary equipment to perform sound level measurements should calibrate all equipment at least quarterly.

e. Each Area Education Agency shall provide and make available for its hearing conservation program the following necessary equipment and materials:

1. Audiometers. The minimum audiometric test equipment shall include a calibrated audiometer with provision for field audiometry. The audiometric instrumental array shall be capable of performing at least the following diagnostic procedures; hearing screening and puretone air conduction and bone conduction testing with contralateral masking. It is recommended that effective masking procedures be utilized.

2. Calibration Equipment. It is recommended that adequate equipment be made available to conduct short and full calibration checks as specified by the most current ANSI standards.

3. Otoscopes. Hearing clinicians should consider the recommendation for the purchase of otoscopes only after their use has been determined and approved by the local or area medical society. Recommendations for purchase can best be accomplished through the auspices of the society.

4. Audio Equipment. Hearing clinicians should consult local or area audio-visual consultants or servicing centers for recommendations concerning the purchase of all types of tape recorders and record players.

5. Portable Amplifiers. The need and the availability of portable amplifiers must be determined by the hearing clinician or teacher of the hearing impaired. Purchase of portable amplifiers will depend largely upon specific needs of the hearing impaired pupil.

6. Ear Impression Materials. Ear impression kits should be made available to the hearing clinician to be used at his discretion for the purposes of making impressions for use with school owned portable amplifiers.

7. Ear Protectors. Ear protectors of the plug and circumaural type should be made available for instructional purposes demonstrating their proper use and care.

8. Accessory Equipment. In order to monitor amplifying systems adequately, hearing clinicians should have access to equipment such as a power line monitor, volt-okm meter (VOM), and battery check meter. Hearing clinicians should also have access to cleaning,

degaussing and lubricating equipment to properly maintain such items as tape recorders and record players.

9. Expendable Supplies. All forms for special test kits, records (audiograms, etc.), reports, instructional handouts, etc., shall be supplied and maintained by each Area Education Agency.

ATTACHMENT No. 2

Hearing Conservation/Education Services
Calibration Log

AREA EDUCATION AGENCY
(address & phone number)

Calibration Log of (example: MA 11, Beltone 12 D)
(Name and Type)

Audiometer with identification number (example: No. 1145)
(ID number)

Date	Name of Person Completing Check	Status of Calibration Check			Equipment Used	Time Utilized	
		Meets Standard	Does not meet Standard			hrs.	min.
			Correction Chart	To be sent out			
1-14-75	John Doe	X			B&K 2203		20
3-14-75	John Doe		X		B&K 2203		25

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DIVISION VIII

PROGRAM REVIEW

12.31 Reports and Consultation. Each hearing conservation/education program shall keep adequate records so a hearing report can be included in the overall special education report. This information by school district shall be kept on file at each AEA. Instructions and minimal data that shall be collected are as follows:

a. Instructions for Hearing Conservation Services Report (June 30 - August 1) each year:

1. Introduction. This report is to be completed by each supervisor or hearing clinician who is responsible for hearing conservation/educational services in the Area Education Agency. HEARING CLINICIANS: Please complete this report for each school district for which you are responsible. Do not combine data from all schools into one report. It is essential that you collect data by school district. This information will then be combined into one report for each AEA.

2. General Instructions. So that the division will be insured of getting similar data from all hearing clinicians, in the overall special education report, please use the following procedures in collecting data for the AEA, Hearing Conservation/Educational Report.

IDENTIFICATION DATA:

Enter AEA and local school district number. Include name of district.

Item 1

Check appropriate block.

Item 2

Include only those pupils from this school district who were screened.

Item 3

Include only those pupils from this district. This number should not include pupils with known hearing losses from previous years.

Item 4

Include only those pupils evaluated in this district. This figure should represent only newly identified medical referrals.

Item 5

This number should reflect those pupils who have been identified in previous years and pupils with new hearing losses found this year.

Item 6

This number should reflect those pupils who have been identified in previous years. (Pupils with known hearing losses)

Item 7

This number should reflect those pupils who have been identified in previous years and who were this year referred for a medical evaluation.

Item 8

This number should reflect those pupils who were evaluated as part of your referral program, etc.

Item 9

This would be all pupils referred for a medical evaluation from the referrals made in Item 8.

Item 10

This number would reflect only those pupils who were referred for a medical evaluation and you received a written report of a medical evaluation as a result of the referrals made in Item 4-7-9.

Item 11

Inlude all those pupils who have personal aids and all of those who are using the desk model amplifier.

Item 12

Include pupils who are receiving services from a teacher of the hearing impaired, (self-contained special class, resource teaching program, special class with integration or itinerate services). Do not include pupils who receive rehabilitation services provided by a hearing clinician.

Item 13

List the number of pupils receiving instructional services by school

district and the type of program provided. Use numbers of pupils not names.

EXAMPLE:

School District	Tutorial Services	Itinerant	Resource Teaching Program	Special Class with Integration	Self-contained Special Class	Totals
4131	0	8	0	8	0	16
6762	0	6	0	18	0	24
Totals	0	14	0	26	0	40

HEARING CONSERVATION SERVICES REPORT

DATE: _____ _____

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Special Education Division
Grimes State Office Building
Des Moines, Iowa 50319

Due: June 30-August 1
Each Year

Comment: Please read accompanying instructions.

(Identification Data)

☐☐ ☐☐☐☐ AEA Number & District Number _____ : _____
Name of AEA

PRINT: (Last Name) (First) (Middle Initial)

1. ☐ 1. Supervisor
☐ 2. Hearing Clinician

- -

(Statistical Summary)

☐☐☐☐☐ 2. Total number of pupils who received an audiometric screening assessment.

☐☐☐☐ 3. Total number of pupils who received a threshold test as a direct result of screening.

☐☐☐☐ 4. Total number of pupils referred for medical evaluation as a result of threshold tests from screening.

☐☐☐☐ 5. Total number of pupils having known hearing losses.

☐☐☐☐ 6. Total number of pupils having known hearing losses who received a threshold test.

☐☐☐☐ 7. Total number of pupils referred for medical evaluation as a result of threshold tests of known cases.

☐☐☐☐ 8. Total number of pupils who received an audiometric threshold test for reasons other than above.

☐☐☐☐ 9. Total number of pupils referred for medical evaluation as a result of threshold tests given in question eight (8).

☐☐☐☐ 10. Total number of pupils who actually received a medical evaluation.

☐☐☐☐ 11. Total number of pupils provided with amplification services.

☐☐☐☐ 12. Total number of pupils in a special class for the deaf or hard of hearing.

13. Total number of pupils receiving instructional programming.

School District	Tutorial Services	Itinerant	Resource Teaching Program	Special Class With Integration	Self-contained Special Class	Totals
Totals						

DIVISION IX

PUBLIC PARTICIPATION

12.34 Information. Community support and awareness of the needs of hearing impaired pupils are of utmost importance. Support may be gained through some of the following activities:

a. Presentations for service clubs.

b. Parent group meetings.

c. News releases through radio, T.V. and newspapers.

d. Planned programs and social activities with members of clubs for the deaf.

e. Integration of deaf pupils into community activities such as scouts, swimming clubs, etc.

12.35 Advisory Mechanisms and Procedures. Advisory groups are often valuable for hearing conservation/educational programs and services. Individuals such as an otologist, parents, deaf adults, members of the ministry, etc., might serve on such an advisory group.

DIVISION X

FINANCE

12.36 Administrative Support.

12.37 Contractual Agreements. Contractual agreements for hearing conservation/educational services shall be written in compliance with chapter 28 E, Iowa Code.

12.38 Research and Demonstration Projects and Models for Special Education Program Development.

12.39 Additional Services.

12.40 Extended Year or Vacation Period Program.

12.41 Special Education Centers.

12.42 Program Costs.

APPENDIX A

HELPING THE HARD OF HEARING CHILD IN THE SCHOOL ROOM

Speech and hearing specialists are faced with the job of helping the classroom teacher understand the special needs of hearing-impaired children.

1. Do try to accept the hard of hearing pupil positively--no matter how inadequate his/her speech, his/her comprehension, or his/her vocabulary. Since you often set the example for the class, your reactions are likely to trigger similar response patterns in the other children.

2. Do seat the pupil where he/she can read your lips and follow the classroom procedure the easiest. For example, the better ear should be toward the teacher and the class.

3. Do remember that even two children with <u>almost identical</u> hearing losses may function very differently and hence cannot be effectively lumped into one generalized category--the hard of hearing--for teaching purposes. They must be motivated, taught, and challenged according to their ability to function as total individuals.

4. Speak naturally. Do not exaggerate or overemphasize.

5. Do consider instituting the buddy system for hard of hearing pupils. A buddy is a child who can help the hard of hearing pupil with directions he/she has missed without wasting the teacher's time. The buddy may also "cue him/her in" should he/she miss out on some of the class discussions or need notes to copy over at home.

6. Do try to use many visual aids (you probably do, anyway) to increase the number of sensory associations the hard of hearing pupil can store in order to facilitate his/her learning.

7. Do be aware that the hard of hearing pupil has special vocabulary needs.

8. Please keep your hands and books away from your face while speaking.

9. Do write on the board without speaking. Then turn to the class and speak.

10. Do try to speak to the class from a position in the room which allows adequate light to fall upon your face.

11. Do keep your book down when you read orally. (It's a good example for your students anyway.) Good eye contact is important.

12. Do try to stand fairly still when talking. This may be difficult for you at first but give it a try.

13. Do try to seat the pupil so that the pupil may have a clear view not only of your face, but of every other pupil's face as well.

14. Do allow the hard of hearing pupil to move his/her seat or exchange seats with one or two others when he/she feels this move to be advantageous for comprehension.

15. Do rephrase a question or message if the hard of hearing pupil does not appear to understand it in its original form. You may be employing words that look and/or sound alike to him/her but are in reality quite different.

16. If every word in the spelling lesson were used in a sentence, the hard of hearing pupil could determine which word is being spoken by the context of the sentence. (There are thirteen words that look exactly like "bean.") Some pupils find that if they will pronounce the words themselves before a mirror to study the relevation of the word, they will have an easier time.

17. Encourage the hard of hearing pupil to face the pupil reciting.

18. Some find that if the pupil has read the unit before class he/she will be able to follow along much better because he/she will be more familiar with the vocabulary.

19. Teach the hard of hearing pupil to use the dictionary pronunciation key so that he/she can help himself/herself.

20. Many children hear better on some days than on others, so don't always blame the child as being inattentive.

21. Encourage the child to participate in musical activities. It may stimulate his/her residual hearing and may add rhythm to his/her speech.

22. If the hard of hearing pupil misunderstands, restate the statement in other words as you may be using words he/she can not speech read.

23. Aids to the teacher in recognizing a child who possibly may be hard of hearing:

a. Inattention
b. Frequent failure to respond to questions; slow to respond or "catch on"
c. Frequent requests to have words, dictation, or assignments repeated
d. Frowning or straining forward when child is addressed
e. Easily fatigued
f. Failure to participate in class discussions
g. Looking up and not knowing who spoke or where the sound was
h. Emotional instability, irritability, timidity, marked introversion, viciousness, asocial tendencies, etc.
i. Earaches, pain, tenderness, itching, or heat in or about the ear, discharge from the ear, noises in the head, e.g., ringing or buzzing.

(Gildston, Repring No. 772)

APPENDIX B

SUGGESTED RECORDS AND REPORTS

HEARING CONSERVATION SERVICES

AEA_____ SCHOOL NAME_____

SCHOOL DISTRICT_____ _____

CLASS ROSTER FOR HEARING SCREENING

TEACHER_____GRADE_____DATE_____

NAME	ABSENT	RETEST	REMARKS
1._____	_____	_____	_____
2._____	_____	_____	_____
3._____	_____	_____	_____
4._____	_____	_____	_____
5._____	_____	_____	_____
6._____	_____	_____	_____

This type of list should be prepared prior to the screening date. If data processing services are available, a class print-out may be utilized in place of this list.

HEARING SCREENING SUMMARY
HEARING CONSERVATION-
EDUCATION PROGRAM

AREA EDUCATION AGENCY
(address & phone)

School_____ Date of Screening_____

School District_____

Teacher	Grade	Total in class	Total Absent	Total Tested	Normal	Selected for further Evaluation	
						Previously Known Hearing Loss	Newly Found Possible Hearing Loss

NOTE: This form is sent to principals of schools after their initial screening is completed to allow them to review a summary of the hearing screening results in their building.

HEARING CONSERVATION/
EDUCATION SERVICES

AREA

Results of Hearing Screening and Evaluations

School District Number_____School_____Grad

Date of Screening_____ Date of Ev

Audiometrist Audiologis

Screening Results

# in Class	Teacher	Grade	Student	Known Loss	Failed to Retest	Absent	Normal*	N

Normal - Normal Hearing
NS - Non Medically or Educationally Significant Hearing Loss
MS - Medically significant Loss
ES - Educationally Significant Loss
MES - Medically and Educationally SignificantHearing Loss

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NOTE: This suggested form is used by the hearing clinicians to list pupils who need an individual hearing evaluation following the screening test. Screened out pupils and known pupils with hearing losses are listed by grade and teacher. A copy of this form should be left with the school authorities to supplement the data roster. Both forms should be filed together in order to have a complete record.

VATION/
ERVICES

AREA EDUCATION AGENCY

Results of Hearing Screening and Evaluations

t Number_____School_____Grade_____

eening_____ Date of Eval._____

t Audiologist

Screening Results | Test Results

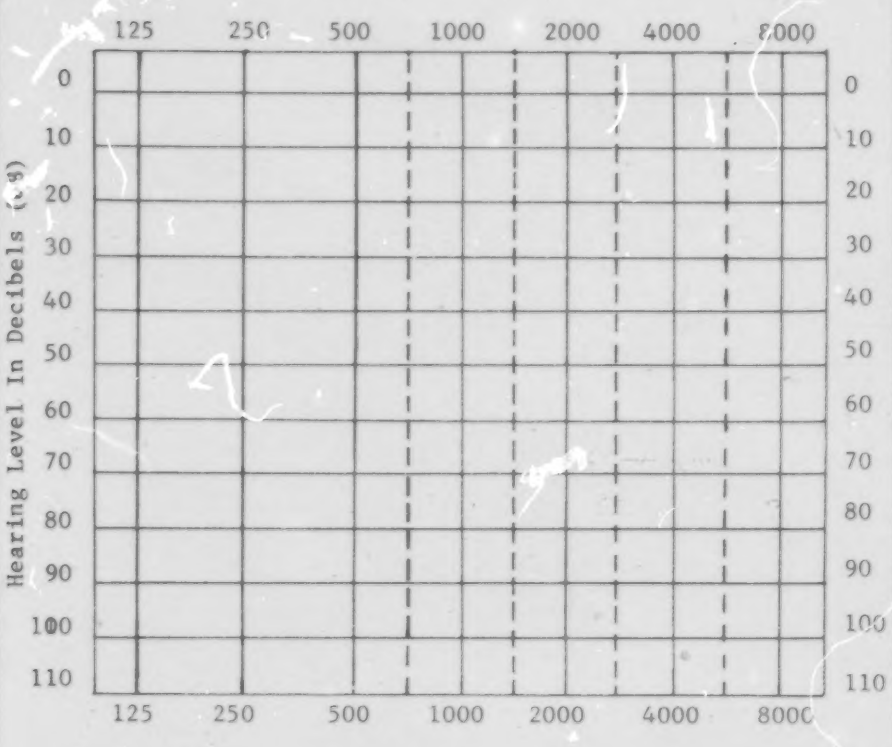
r	Grade	Student	Known Loss	Failed to Retest	Absent	Normal*	NS*	MES*	MS*	ES*	Re-eval

rmal Hearing
dically or Educationally Significant Hearing Loss
lly significant Loss
ionally Significant Loss
ally and Educationally SignificantHearing Loss

Hearing Conservation Services

Name: Sex: Test Date:
Parents: Address: Reason For Test:
Telephone: From Screening:
School: Referred by:
Grade: Birthdate: Retest of known case:
Previous No. of tests given:

Frequency in Hertz (Hz)



KEY		
modality	right	left
air conduction - earphones unmasked		
masked		
bone conduction - mastoid unmasked		
masked		
NO RESPONSE SYMBOLS		
air conduction - earphones unmasked		
masked		
bone conduction - mastoid unmasked		
masked		

SPEECH DISCRIMINATION

	test	hearing level
Right	____%	____dB
Left	____%	____dB

SPEECH RECEPTION THRESHOLD

Right ____dB
Left ____dB

Rinnie Test	+ -	+ -	+ -	+ -
Weber	R L Both	R L Both	R L Both	R L Both

PATIENT'S REPORT

Test Reliability: Good____Fair____Poor____Hearing: Constant_____
Varies_____Hearing Today: Same_____Better_____Worse_____
Cold Today: Yes_____Slight_____No_____
Other Comments (include school nurse's health report if pertinent)_____

Referred for otological examination by:_____
Hearing Clinician

MEDICAL REPORT ON REVERSE SIDE

MEDICAL REPORT

DIAGNOSIS:

PROGNOSIS:

FINDINGS:

MEDICAL TREATMENT (OR RECOMMENDATIONS) GIVEN:

Examining Physician: _____
Signature Address Date

PHYSICIAN, PLEASE RETURN THIS FORM TO: _____ Hearing Clinician

HEARING CONSERVATION/EDUCATIONAL SERVICES

(address &
phone number)

Dear Parent(s) or Guardian:

Hearing is very important to a student's ability to listen, to learn, and to progress satisfactorily in school. For this reason, your school takes a special interest in the hearing ability of all students and in conjunction with the Area Education Agency conducts periodic hearing screening assessments.

Your child has been given a routine hearing screening assessment at school. I am happy to inform you that (child's name) hearing, at the time of the test, was found to within normal limits in both ears.

If you have any questions pertaining to your school's Hearing Conservation/Educational Program, or if I can be of further service, please contact me.

Sincerely yours,

Hearing Clinician

NOTE: This letter is sent home subsequent to screening assessments.

HEARING CONSERVATION/EDUCATIONAL SERVICES

(address &
phone number)

RE: (child's name)

Dear Parent(s) or Guardian:

Your child was given an additional hearing evaluation on (date). The results of this evaluation are considered valid and they indicate that your child has essentially normal hearing at this time.

Hearing is very important to your child's ability to listen, to learn, and to progress in school. For this reason, if you suspect that your child is having any hearing difficulty, please request another hearing evaluation through your local school personnel.

If you have any questions please call me at your convenience.

Sincerely yours,

Hearing Clinician

NOTE: This letter is sent to parents for children who failed screening and who tested normal on subsequent threshold evaluations.

HEARING CONSERVATION/EDUCATIONAL SERVICES

(address &
phone number)

RE: (Child's name)

Dear Parent(s) or Guardian:

Hearing is very important to a pupil's ability to listen, to learn and to progress satisfactorily in school. For this reason, your school takes a special interest in each student's hearing and in conjunction with the Area Education Agency conducts an annual hearing testing program.

Recently your child's hearing was evaluated. Even though a slight hearing loss has been identified, I am happy to inform you that the hearing loss is not severe enough to warrant a medical evaluation or a learning problem at school.

Your child's teacher, nurse and principal have been advised of this slight hearing loss. They have been asked to observe your child and if they suspect that the hearing difficulty has become worse, they will contact you and request permission for another evaluation.

Your child will routinely receive a hearing evaluation each academic year in order to monitor this slight hearing loss. If you should move from your present school district, please have your new school write to this office for your child's individual hearing record.

If you have any questions concerning the Hearing Conservation/ Educational Program or about your child's hearing ability, please call me at your convenience.

Sincerely yours,

Hearing Clinician

NOTE: letter used with NS hearing losses (Non Medically or Educationally Significant Hearing Loss).

HEARING CONSERVATION/EDUCATIONAL SERVICES

(address & phone number)

RE: (child's name)

Dear Parent(s) or Guardian:

Your child's hearing was tested in association with the Hearing Conservation/Educational Program of your school. The results of the hearing test indicate your child has a hearing loss and meets the medical criteria for referral to a physician. We advise that your child be examined by a physician as soon as possible.

A report of our findings will be sent to the physician of your choice. Please have him complete this report and return it to this office.

If you have any questions pertaining to your school's hearing conservation/educational program, or if you wish to discuss this medical referral or your child's educational program, please call me at your convenience.

Sincerely yours,

Hearing Clinician

NOTE: This letter is used with MS (medically significant) and MES (medically and educationally significant) hearing losses.

HEARING CONSERVATION/EDUCATIONAL SERVICES

(address & phone number)

RE: (child's name)

Dear Parent(s) or Guardian:

Hearing is very important to a pupil's ability to listen, to learn and to progress satisfactorily in school. For this reason, your school takes a special interest in each student's hearing and in conjunction with the Area Education Agency conducts periodic hearing tests.

Recently your child's hearing was tested with a standardized instrument called an audiometer. The test was conducted according to an accepted testing procedure, and the results were evaluated according to the recommendations of our medical advisor.

Your child was previously referred for a medical evaluation and we have received your physician's report. The current evaluation does not indicate a need for another medical evaluation at this time. Should another medical evaluation be needed at a later date we will notify you. Be assured that we will work very closely with your local school district to arrange any special education instructional services if your child needs assistance. In addition, a pure-tone threshold audiometric evaluation will be administered each academic year. If you should move from your present school district, please have the school write to this office for your child's hearing record.

If you have any questions pertaining to your school's Hearing Conservation/Educational Program, please contact me. Also, if you wish to discuss your child's hearing with me, please call me at your convenience.

Sincerely yours,

Hearing Clinician

NOTE: This letter is used with ES (educationally significant) hearing loss.

EDUCATION REPORT
HEARING CONSERVATION/
EDUCATION PROGRAM

AREA EDUCATION AGENCY
(address & phone number)

C O N F I D E N T I A L
(For Administrators, Teachers, Parents)

NAME:
GRADE:

DATE:
SCHOOL:
SCHOOL DISTRICT:

Discussion of Hearing Loss:

Educational Recommendations:

Comments:

(Hearing Clinician)

(Please File in Cumulative Record)

NOTE: This form is used in making educational recommendations and suggestions for pupils with educationally significant hearing losses.

HEARING CONSERVATION/EDUCATION SERVICES
(Referral Form)

Child's Name:_____Sex:_____Age:____

Address:_____Parents:_____

Birthdate:_____Grade:_____Teacher:_____

School:_____School District:_____

Referred by:_____Date Referred:_____

Parent's Signature:_____

Principal's Signature:_____

Has child been referred before: Yes_____ No_____

(Please complete other side)

(Back)

State briefly why you are referring this child:_____

_____

_____

_____

_____

_____

RETURN TO:

Hearing Conservation Services
(appropriate address)

TO BE COMPLETED BY HEARING CLINICIAN

Date Tested:_____

Signature:_____

Comments:_____

_____

NOTE: This card is used for all referrals from teachers, nurses, principals, counselors, and parents when a hearing evaluation is necessary. Note that permission in writing from the parents is required prior to the administration of a hearing evaluation.

EVALUATION OF HEARING CONSERVATION/EDUCATIONAL SERVICES

(address & phone number)

NAME OF SCHOOL:_____

SCHOOL DISTRICT NUMBER:_____

Comments on the Hearing Conservation Program:

GENERAL COMMENTS:

SUGGESTIONS FOR CHANGES:

Please rate the over-all effectiveness of the Hearing Conservation/ Educational Services in your school(s) by placing an X on the continuum below:

Poor /_____/_____/_____/_____/Excellent

Below Average | Average | Above Average

NOTE: To be used as a random sampling of principals, nurses, teachers and other school personnel involved in the identification or educational program for hearing impaired pupils.

RELEASE OF INFORMATION

Agency Title

Address

Date:

To whom it may concern:

I (we) _____
(name of individual or parent-guardian if a minor)

authorize _____
(name of referred agency, person)

to release a report of findings, information and recommendations to

_____, _____
(name of your agency) (address of agency)

_____, with respect to a referral for evaluation

of _____. It is
(statement of referral needs)

understood that any reports or information will be used only for establishment of rights or services for _____.
(name of pupil, client, patient)

_____
(individual or parent-guardian if a minor)

_____
(street address)

_____
(city, state, zip)

Subscribed before me this _____ of _____, _____ at
(day) (month) (year)

_____.
(city, state)

_____
(date of signing)

_____
(signed name of witness)

_____
(typed-printed name of witness)

_____
(street address of witness)

_____
(city, state, zip of witness)

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Audiometric Assistant, A Suggested Guide for a Manpower Training Program, U.S. Department of Health, Education and Welfare, U.S. Office of Education, 1971.

PDME, Essentials of Program Planning, Development, Management, Evaluation, American Speech and Hearing Association, Washington, D.C., 1973.

Gildston, Phyllis, The Hard of Hearing Child in the Classroom, A Guide for the Classroom Teacher, Reprint No. 772, Alexander Graham Bell Association for the Deaf.

Guidelines for Audiometric Symbols, Asha, Volume Sixteen, Number 5, May, 1974.

Hearing Conservation/Education Services Information Manual, Muscatine-Scott Regional Education Service Agency, 1973-1974.

Model Regulations for School Language, Speech and Hearing Programs and Services, American Speech and Hearing Association, 1973.

Northcott, Winifred H., Editor, The Hearing Impaired Child in the Regular Classroom, the Alexander Graham Bell Association for the Deaf, Inc., 1973.

Rules of Special Education, Department of Public Instruction, State of Iowa, 1974.

School Laws of Iowa, Department of Public Instruction, State of Iowa, 1971.

Standards and Guidelines for Comprehensive Language, Speech and Hearing Programs in the Schools, American Speech and Hearing Association, 1973-1974.

Studebaker, Gerald A., Special Study Institute on Masking Techniques, Department of Public Instruction, Coralville, Iowa, 1975. (American Standard Criteria for Background Noise in Audiometer Rooms. S 3.1-1960, R 1971, proposed revision, 1976.)

PART III

REFERENCE MATERIALS

REFERRAL AGENCIES IN IOWA

The following list gives the names and addresses of agencies within the state of Iowa who provide diagnostic, consultative, and/or habilitation and rehabilitation services for hearing impaired individuals.

Consultant, Hearing Conservation Services
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Supervisor of Services for the Deaf and Hard of Hearing
Rehabilitation Education and Services Branch
Department of Public Instruction
Des Moines, Iowa 50309

Superintendent
Iowa School for the Deaf
Council Bluffs, Iowa 51501

Speech Pathology and Audiology
State Services for Crippled Children
University of Iowa Hospital School
Iowa City, Iowa 52240

Speech and Hearing Clinic
Wendell Johnson Speech and Hearing Center
University of Iowa
Iowa City, Iowa 52242

Speech and Hearing Section
Department of Otolearyngology and Maxillofacial Surgery
University Hospitals
Iowa City, Iowa 52242

Speech Pathology and Audiology
Veterans Administration Hospital
Iowa City, Iowa 52240

Audiology and Speech Pathology
University of Northern Iowa
Cedar Falls, Iowa 50613

Deaf-Blind Program
Iowa Braille and Sight-Saving School
Vinton, Iowa 52349

Des Moines Hearing and Speech Center
Hawley Building
700 Sixth Avenue
Des Moines, Iowa 50309

Speech Pathology and Audiology
Siouxland Rehabilitation Center
406 Twenty-ninth Street
Sioux City, Iowa 51104

Speech and Hearing Science Dept.
Briar Cliff College
3303 Rebecca Street
Sioux City, Iowa 51104

Mount St. Clare Speech and Hearing Center
Mount St. Clare College
Clinton, Iowa 52732

Speech Pathology and Audiology
St. Luke's Methodist Hospital
1026 A. Avenue NE
Cedar Rapids, Iowa 52402

Speech Pathology and Audiology
Iowa Methodist Hospital
1200 Pleasant Street
Des Moines, Iowa 50314

McFarland Clinic
12th and Douglas
Ames, Iowa 50010

Easter Seal Society for Crippled Children and Adults of Polk Co., Inc.
2930 30th Street
Des Moines, Iowa 50310

Child Evaluation Clinic
4401 6th Street, S.W.
P.O. Box 1406
Cedar Rapids, Iowa 52406

Deaf-Blind Program
Woodward State Hospital
Woodward, Iowa 50276

Deaf-Mentally Retarded Program
Glenwood State Hospital
Glenwood, Iowa 51534

Hope Haven Program for the Hearing Impaired
Hope Haven School
Rock Valley, Iowa 51247

OUT OF STATE REFERRAL AGENCIES

Referral agencies located in close proximity to Iowa who provide diagnostic, consultative and/or habilitation/rehabilitation services for hearing impaired .

Speech and Hearing Services
Gundersen Clinic
1836 South Avenue
LaCrosse, Wisconsin 54601

Audiology and Speech Pathology Division
University of Nebraska Medical Center
42nd and Dewey
Omaha, Nebraska 68105

Speech and Hearing Services
Mayo Clinic
Rochester, Minnesota 55901

Speech and Hearing Center
Augustana College
Rock Island, Illinois 61201

PROFESSIONAL ASSOCIATIONS, SOCIETIES AND COMMITTEES

The following limited list of agencies provide several sources where information may be obtained concerning membership, materials and services related to hearing conservation programs, educational programming and services for hearing impaired individuals.

Executive Secretary
Iowa Speech and Hearing Association (ISHA)
% State Services for Crippled Children
Hospital School
University of Iowa
Iowa City, Iowa 52242

American Speech and Hearing Association (ASHA)
9030 Old Georgetown Road
Washington, D.C. 20014

Council of Organizations Serving the Deaf (COSD)
4201 Connecticut Avenue N.W., Suite 601
Washington, D.C. 20008

American Instructors of the Deaf (AID)
5034 Wisconsin Avenue, N.W.
Washington, D.C. 20016

Conference of Executives of American Schools for the Deaf (CEASD)
5034 Wisconsin Avenue N.W.
Washington, D.C. 20016

National Association of the Deaf (NAD)
905 Bonifant Street
Silver spring, MD 20910

Alexander Graham Bell Association for the Deaf (AGBAD)
Headquarters, the Volta Bureau
1537 35th Street, N.W.
Washington, D.C. 20007

American Audiology Society
1966 Inwood Road
Dallas, Texas 75235

National Association of Hearing and Speech Action (NAHSA)
919 18th Street, N.W.
Washington, D.C. 20006

The Deafness Research Foundation
366 Madison Avenue
New York, NY 10017

Professional Rehabilitation Workers with the Adult Deaf (PRWAD)
P.O. Box 125
Knoxville, Tennessee 37901

Academy of Rehabilitative Audiology
Hearing Clinic, Martin Luther King Hall
California State College at Los Angeles
5151 State College Drive
Los Angeles, California 90032

Hearing Aid Industry Conference (HAIC)
75 East Wacker Drive
Chicago, Illinois 60601

Registry of Interpreters for the Deaf (RID)
905 Bonifant Street
Silver Spring, Maryland 20910

National Fraternal Society of the Deaf (NFSD)
6701 West North Avenue
Oak Park, Illinois 60302

American Athletic Association of the Deaf, Inc. (AAAD)
2015 Wooded Way
Adelphi, Maryland 20783

Board for Missions, Ministry to the Deaf
The Lutheran Church-Missouri Synod
210 North Broadway
Saint Louis, Missouri 63102

Ephphatha Missions for the Deaf and Blind
The American Lutheran Church
P.O. Box 713
Sioux Falls, South Dakota 57101

Episcopal Conference of the Deaf
4 St. Martin's Road
Baltimore, Maryland 21218

International Catholic Deaf Association
2512 Wedgemere Street
Pittsburgh, Pennsylvania 15226

National Congress of Jewish Deaf
9102 Edmonston Court
Greenbelt, Maryland 20770

National Theater of the Deaf
1860 Broadway
New York, N.Y. 10023

Council for Exceptional Children (CEC)
1201 16th Street, N.W.
Washington, D.C. 20036

CHAPTER 28E

JOINT EXERCISE OF GOVERNMENTAL POWERS

28E.1 Purpose.
28E.2 Definitions.
28E.3 Joint exercise of powers.
28E.4 Agreement with other agencies.
28E.5 Specifications.
28E.6 Additional provisions.
28E.7 Obligations not excused.
28E.8 Filing and recording.
28E.9 Status of interstate agreement.
28E.10 Approval of statutory officer.
28E.11 Agency to furnish aid.
28E.12 Contract with other agencies.
28E.13 Powers are additional to others.
28E.14 No limitation on contract.

28E.1 Purpose. The purpose of this chapter is to permit state and local governments in Iowa to make efficient use of their powers by enabling them to provide joint services and facilities with other agencies and to co-operate in other ways of mutual advantage. This chapter shall be liberally construed to that end. [61GA, ch 83, sec. 1]

28E.2 Definitions. For the purposes of this chapter, the term "public agency" shall mean any political subdivision of this state; any agency of the state government or of the United States; and any political subdivision of another state. The term "state" shall mean a state of the United States and the District of Columbia. The term "private agency" shall mean an individual and any form of business organization authorized under the laws of this or any other state. [61GA, ch 83, sec. 2]

28E.3 Joint exercise of powers. Any power or powers, privilege or authority exercised or capable of exercise by a public agency of this state may be exercised and enjoyed jointly with any other public agency of this state having such power or powers, privilege or authority, and jointly with any public agency of any other state or of the United States to the extent that laws of such other state or of the United States permit such joint exercise or enjoyment. Any agency of the state government when acting jointly with any public agency may exercise and enjoy all of the powers, privileges and authority conferred by this chapter upon a public agency. [61GA, ch 83, sec. 3]

28E.4 Agreement with other agencies. Any public agency of this state may enter into an agreement with one or more public or private agencies for joint or co-operative action pursuant to the provisions of this chapter, including the creation of a separate entity to carry out the purpose of the agreement. Appropriate action by ordinance, resolution or otherwise pursuant to law of the governing bodies involved shall be necessary before any such agreement may enter into force. [61GA, ch 83, sec. 4]

28E.5 Specifications. Any such agreement shall specify the following:

1. Its duration.
2. The precise organization, composition and nature of any separate legal or administrative entity created thereby together with the powers delegated thereto, provided such entity may be legally created.
3. Its purpose or purposes.
4. The manner of financing the joint or co-operative undertaking and of establishing and maintaining a budget therefor.
5. The permissible method or methods to be employed in accomplishing the partial or complete termination of the agreement and for disposing of property upon such partial or complete termination.
6. Any other necessary and proper matters. [61GA, ch 83, sec. 5]

28E.6 Additional provisions. If the agreement does not establish a separate legal entity to conduct the joint or co-operative undertaking, the agreement shall also include:

1. Provision for an administrator or a joint board responsible for administering the joint or co-operative undertaking. In the case of a joint board, public agencies party to the agreement shall be represented.
2. The manner of acquiring, holding and disposing of real and personal property used in the joint or co-operative undertaking. [61GA, ch 83, sec. 6]

28E.7 Obligations not excused. No agreement made pursuant to this chapter shall relieve any public agency of any obligation or responsibility imposed upon it by law except that to the extent of actual and timely performance thereof by a joint board or other legal or administrative entity created by an agreement made hereunder, said performance may be offered in satisfaction of the obligation or responsibility. [61GA, ch 83, sec. 7]

28E.8 Filing and recording. Before entry into force, an agreement made pursuant to this chapter shall be filed with the secretary of state and recorded with the county recorder. [Ch. 99 (S.F. 70), sec. 1, 62nd G.A.]

28E.9 Status of interstate agreement. If an

agreement entered into pursuant to this chapter is between or among one or more public agencies of this state and one or more public agencies of another state or of the United States said agreement shall have the status of an interstate compact. Such agreements shall, before entry into force, be approved by the attorney general who shall determine whether the agreement is in proper form and compatible with laws of this state.

In any case or controversy involving performance or interpretation thereof or liability thereunder, the public agencies party thereto shall be real parties in interest, and the state may maintain an action to recoup or otherwise make itself whole for any damages or liability which it may incur by reason of being joined as a party therein. Such action shall be maintainable against any public agency or agencies whose default, failure of performance, or other conduct caused or contributed to the incurring of damage or liability by the state. [61GA, ch 83, sec. 9]

28E.10 Approval by statutory officer. If an agreement made pursuant to this chapter shall deal in whole or in part with the provision of services or facilities with regard to which an officer or agency of the state has constitutional or statutory powers of control, the agreement shall, as a condition precedent to its entry into force, be submitted to the state officer or agency having such power of control and shall be approved or disapproved by him or it as to all matters within his or its jurisdiction. [61GA, ch 83, sec. 10]

28E.11 Agency to furnish aid. Any public agency entering into an agreement pursuant to this chapter may appropriate funds and may sell, lease, give, or otherwise supply the administrative joint board or other legal or administrative entity created to operate the joint or co-operative undertaking by providing such personnel or services therefor as may be within its legal power to furnish. [61GA, ch 83, sec. 11]

28E.12 Contract with other agencies. Any one or more public agencies may contract with any one or more other public agencies to perform any governmental service, activity, or undertaking which any of the public agencies entering into the contract is authorized by law to perform, provided that such contract shall be authorized by the governing body of each party to the contract. Such contract shall set forth fully the purposes, powers, rights, objectives, and responsibilities of the contracting parties. [61GA, ch 83, sec. 12]

28E.13 Powers are additional to others. The powers granted by this chapter shall be in addition to any specific grant for intergovernmental agreements and contracts. [61GA, ch 83, sec. 13]

28E.14 No limitation on contract. Any contract or agreement authorized by this chapter shall not be limited as to period of existence, except as may be limited by the agreement or contract itself. [61GA, ch 83, sec. 14]

CHAPTER 270

SCHOOL FOR THE DEAF

270.3 Admission.

270.3 Admission. Every resident of the state who is not less than five nor more than twenty-one years of age, who is deaf and dumb, or so deaf as to be unable to acquire an education in the common schools, and every such person who is over twenty-one and under thirty-five years of age who has the consent of the state board of regents, shall be entitled to receive an education in the institution at the expense of the state. Nonresidents similarly situated may be entitled to an education therein upon such terms as may be fixed by the state board of regents. Nonresidents who are both deaf and blind shall be considered as nonresidents, for the purposes of this chapter, when less than two years residence has been completed by the applicants for admission. The fee for nonresidents shall be not less than the average expense of resident pupils and shall be paid in advance. [R60, secs. 2156, 2160; C73, secs. 1688, 1689; C97, sec. 2724; S13, sec. 2724; C24, 27, 31, 35, 39, sec. 4070; C46, 50, 54, 58, 62, sec. 270.3]

CHAPTER 273

AREA EDUCATION AGENCY

Chapter 273, Code 1973, relating to county school systems and joint school systems abolished July 1, 1975; see 65GA, ch 1172, secs. 1, 133

273.1 Intent.
273.2 Area education agency established.
273.3 Duties of area education agency.
273.4 Area education agency administrator.
273.5 Special education.
273.6 Media centers.
273.7 Additional services.
273.8 Area education agency board of directors.
273.9 Payment for programs and services.

273.1 Intent. It is the intent of the general assembly to provide an effective, efficient, and economical means of identifying and serving children from under five years of age through grade twelve who require special education and any other children requiring special education as defined in section 281.2; to provide for media services and other programs and services for pupils in grades kindergarten through twelve and children requiring special education as defined in section 281.2; to provide a method of financing the programs and services; and to avoid a duplication of programs and services provided by any other school corporation in the state.

Referred to in secs. 273.2, 273.3, 281.9

273.2 Area education agency established. There is established in each of the several merged areas of the state an area education agency, governed by an area education agency board of directors. The area education agency shall have boundaries which are conterminous with the boundaries of the merged areas as provided in chapter 280A.

The area education agency board shall furnish educational services and programs to the local school districts as provided in sections 273.1 to 273.9 and chapter 281. The programs and services provided shall be at least commensurate with programs and services existing on July 1, 1974.

The area education agency board shall provide for special education services and media services for the local school districts in the area.

The area education agency board may provide for the following programs and services to local school districts within the limits of funds available:

1. In-service training programs for employees of school districts and area education agencies, provided at the time programs and services are established they do not duplicate programs and services available in that area from the universities under the state board of regents and from other universities and four-year institutions of higher education in Iowa.

2. Educational data processing pursuant to section 257.10, subsection 14.

3. Research, demonstration projects and models, and educational planning for children under five years of age through grade twelve and children requiring special education as defined in section 281.2 as approved by the department of public instruction.

4. Auxiliary services for children under five years of age through grade twelve and children requiring special education as defined in section 281.2 as provided by law.

5. Other programs and services for children under five years through grade twelve and children requiring special education as defined in section 281.2 and for employees of school districts and area education agencies as approved by the department of public instruction.

The board of directors of an area education agency shall not establish programs and services which duplicate programs and services provided by the area schools under the provisions of chapter 280A. An area education agency shall contract, whenever practicable, with other school corporations for the use of personnel, buildings, facilities, supplies, equipment, programs, and services.

Referred to in secs. 273.3, 273.6, 281.9

273.3 Duties of area education agency board. The board in carrying out the provisions of section 273.2 shall:

1. Determine the policies of the area education agency for providing programs and services.

2. Be authorized to receive and expend money for providing programs and services as provided in sections 273.1 to 273.9 and chapter 281. All costs incurred in providing the programs and services, including administrative costs, shall be paid from funds received pursuant to sections 273.1 to 273.9 and chapters 281 and 442.

3. Provide data and prepare reports as directed by the superintendent of public instruction.

4. Provide for advisory committees as deemed necessary.

5. Be authorized, subject to rules and regulations of the department of public instruction, to provide directly or by contractual arrangement with public or private agencies for special education programs and services, media services, and other programs and services requested by the local boards of education as provided in this chapter, including but not limited to contracts for the area education agency to provide programs or services to the local school districts and contracts for local school

districts, other educational agencies, and public and private agencies to provide programs and services to the local school districts in the area education agency in lieu of the area education agency providing such services.

6. Area education agencies may co-operate and contract between themselves to provide special education programs and services to children residing within their respective areas.

7. Be authorized, subject to the approval of the department of public instruction, to lease, receive by gift and operate and maintain such facilities and buildings as deemed necessary to provide authorized programs and services.

8. Be authorized, subject to the approval of the department of public instruction, to enter into agreements for the joint use of personnel, buildings, facilities, supplies and equipment with school corporations as deemed necessary to provide authorized programs and services.

9. Be authorized to make application for, accept, and expend state and federal funds that are available for programs of educational benefit approved by the department of public instruction, and co-operate with the department in the manner provided in federal-state plans or department rules in the effectuation and administration of programs approved by the department, or approved by other educational agencies, which agencies have been approved as a state educational authority.

10. In any county operating a juvenile home, upon request of the county board of supervisors in co-operation with and at the expense of the school districts of residence of the children residing in the home, provide suitable curriculum, teaching staff, books, supplies, and other necessary materials for the instruction of children of school age who are maintained in the juvenile home of the county, as provided in section 232.21.

11. Be authorized to perform all other acts necessary to carry out the provisions and intent of this chapter.

12. Employ such personnel as may be required, if any, to carry out the functions of the area education agency which may include the employment of an administrator who shall possess a superintendent's certificate issued under the provisions of section 260.9. The administrator shall be employed pursuant to the provisions of section 279.14. The salary range for an area education agency administrator shall be from seventeen thousand dollars to twenty-seven thousand five hundred dollars per annum, including additional benefits, over and above the additional benefits given all full-time employees. The provisions of section 279.13 shall apply to the area education agency board and to all certificated school employees of the area education agency.

13. Prepare an annual budget estimating income and expenditures for programs and services as provided in sections 273.1 to 273.9 and chapter 281. The proposed budget shall be submitted to the department of public instruction, on forms provided by the department, no later than December 1 preceding the next fiscal year for approval. The department shall review the proposed budget and shall prior to January 1 either grant approval or return the budget without approval with comments of the department included. Any unapproved budget shall be resubmitted to the department for final approval.

14. Be authorized to pay, out of funds available to the board reasonable annual dues to an Iowa association of school boards. Membership shall be limited to those duly elected members of the area education agency board.

15. At the request of an employee through contractual agreement the board may arrange for the purchase of an individual annuity contract for any of its respective employees from any company the employee may choose that is authorized to do business in this state, and through an Iowa-licensed insurance agent that the employee may select, for retirement or other purposes and may make payroll deductions in accordance with such arrangements for the purpose of paying the entire premium due, and to become due, under the contract. The deductions shall be made in the manner which will qualify the annuity premiums for the benefits afforded under section 403b of the Internal Revenue Code of 1954 and amendments* thereto. The employee's rights under such annuity contract shall be nonforfeitable except for the failure to pay premiums.

16. Be authorized to establish and pay all or any part of the cost of group health insurance plans, nonprofit group medical service plans and group life insurance plans adopted by the board for the benefit of employees of the area education agency, from funds available to the board.

17. Meet quarterly with the members of the board of directors of the merged area in which the area education agency is located to discuss co-ordination of programs and services and other matters of mutual interest to the two boards.

Referred to in secs. 273.2, 273.9, 281.2, 281.9

*Act effective July 1, 1974

273.4 Area education agency administrator. Under direction of the board of directors of the area education agency, the administrator of the area education agency shall, in addition to his other duties:

1. Co-operate with boards of directors of local school districts of the area education agency in considering and developing plans for the improvement of the educational programs and services in the area education agency.

2. When requested, provide such other

assistance as possible to school districts of the area education agency for the general improvement of their educational programs and operations.

Referred to in secs. 273.2, 273.3, 281.9, 281.11

273.5 Special education. There shall be established a division of special education of the area education agency which shall provide for special education programs and services to the local school districts. The division of special education shall be headed by a director of special education who meets certification standards of the department of public instruction. The director of special education shall have the responsibility for implementation of state regulations and guidelines relating to special education programs and services. The director of special education shall have the following powers and duties:

1. Properly identify children requiring special education.

2. Insure that each child requiring special education in the area receives an appropriate special education program or service.

3. Assign appropriate weights for each child requiring special education programs or services as provided in section 281.9.

4. Supervise special education support personnel.

5. Provide each school district within the area served and the department of public instruction with a special education weighted enrollment count for the second Friday in January and the second Friday in September of each year.

6. Submit to the department of public instruction special education instructional and support program plans and applications including those for new or expanded programs and services, subject to criteria listed in chapter 281, for approval by November 1 of each year for the school year commencing the following July 1.

7. Co-ordinate the special education program within the area served.

Referred to in secs. 273.2, 273.3, 281.9

273.6 Media centers.

1. The media centers required under section 273.2 shall contain:

a. A materials lending library, consisting of print and nonprint materials.

b. A professional library.

c. A curriculum laboratory, including textbooks and correlated print and audiovisual materials.

d. Capability for production of media-oriented instructional materials.

e. Qualified media personnel.

f. Appropriate physical facilities.

g. Other materials and equipment deemed necessary by the department.

2. Program plans submitted by the area education agency to the department of public instruction for approval of media centers under this subsection shall include all of the following:

a. Evidence that the services proposed are based upon an analysis of the needs of the local school districts in the area.

b. Description of the manner in which the services of the area education agency media center will be co-ordinated with other agencies and programs providing educational media.

c. Description of the means for delivery of circulation materials.

d. Evidence that the media center fulfills the requirements of subsection 1.

Referred to in secs. 273.2, 273.3, 273.9, 281.9

273.7 Additional services. If sixty percent of the number of local school boards located in an area education agency, or if local school boards representing sixty percent of the enrollment in the school districts located in the agency, request in writing to the area education agency board that an additional service be provided them, for pupils in grades kindergarten through twelve or children requiring special education as defined in section 281.2 or for employees or board members of school districts or area education agencies, the area education agency board shall arrange for the service to be provided to all school districts in the area within the financial capabilities of the area education agency.

Referred to in secs. 273.2, 273.3, 281.9

Temporary provisions providing functions of abolished systems, see 65GA, ch 1172, sec. 9.

273.8 Area education agency board of directors.

1. *Board of Directors.* The board of directors of an area education agency shall consist of the same number of directors as are authorized to serve on the board of the merged area under the provisions of chapter 280A, within the area being served by the area education agency. The members of the area education agency board shall be elected from director districts in the manner provided in this section. Each director shall serve a three-year term which expires on the first Monday in October, except that directors elected at the initial election to take office on October 7, 1974, shall determine their respective terms by lot so that the terms of one-third of the members, as nearly as may be, shall expire on the first Monday of October of each succeeding year.

2. *Election of Directors.* Area education agency directors shall be elected from director districts which are conterminous with the director districts for the election of members of the merged area board under chapter 280A.

The board of directors of the area education agency shall be elected at director district conventions attended by members of the boards of directors of the local school districts located within the director district.

The director district conventions* shall be called and the locations of the conventions shall be determined by the area education agency superintendent. Annually the director district conventions shall be held within two weeks following the regular school election. Notice of the time, date and place of the director district conventions shall be published by the area education agency superintendent at least forty-five days prior to the day of the district conventions in at least one newspaper of general circulation in the merged area. The cost of publication shall be paid by the area education agency.

The board of each separate school district which is located entirely or partially inside an area education agency director district shall cast a vote for director of the area education agency board based upon the ratio that the population of the school district, or portion of the school district, in the director district bears to the total population in the director district. The population of each school district or portion shall be determined by the department of public instruction.

Vacancies, as defined in section 277.29, in the membership of the area education agency board shall be filled for the unexpired portion of the term by the board of the school district in which the member resided.

A candidate for election to the area education agency board may file a statement of candidacy with the area education agency secretary at least ten days prior to the date of the director district convention, on forms prescribed by the department of public instruction. The statement of candidacy shall include the candidate's name, address and school district. The list of candidates shall be sent by the secretary of the area education agency by ordinary mail to the presidents of the boards of directors of all school districts within the director district immediately following the last day for filing the statement of candidacy. The filing of a statement of candidacy shall not be a prerequisite or eligibility requirement for election as an area education agency director. For the initial director district convention the statement of candidacy shall be filed with the county superintendent who determines the date and location of the district convention and he shall send the list of candidates to the presidents of the school boards.

3. *Organization.* The board of directors of each area education agency shall meet on the first Monday in October at a suitable place designated by the president. Directors whose terms commence at the organization meeting shall qualify by taking the oath of office required by section 279.28 at or before the organization meeting. For the initial board the location of the organization meeting shall be determined by the county superintendent who determined the date and location of the director district convention.

The provisions of section 280.4.13 relating to organization, officers, appointment of secretary and treasurer, and meetings of the merged area board shall apply to the area education agency board.

4. *Quorum.* A majority of the members of the board of directors of the area education agency shall constitute a quorum.

Referred to in secs. 273.2, 273.3, 281.9

*Director district convention in 1974, and after July 1, 1975, see 65GA, ch 1172, sec. 10 (2)

273.9 Payment for programs and services.

1. As used in this section, unless the context requires otherwise:

a. "Allowable growth" means the allowable growth for a school district as computed under section 442.7.

b. "Enrollment" means the enrollment as determined under section 442.4, and *"per pupil"* means per pupil in enrollment for years prior to the school year beginning July 1, 1975, and per pupil in weighted enrollment for the school year beginning July 1, 1975, and each succeeding school year.

c. "Weighted enrollment" means the weighted enrollment as determined under section 281.9.

2. For the school year beginning July 1, 1975, and each succeeding school year, school districts shall pay for the programs and services provided through the area education agency and shall include expenditures for the programs and services in their budgets, in accordance with the provisions of this section.

3. School districts shall pay the costs of special education instructional programs with the moneys available to the districts because of weighted enrollment. Special education instructional programs shall be provided at the local level if practicable, or otherwise by contractual arrangements with the area education agency board as provided in section 273.3, subsection 5, but in each case the money available through chapter 442 because of weighted enrollment for each child requiring special education instruction shall be made available to the district or agency which provides the special education instructional program to the child, subject to adjustments for transportation or other costs which may be paid by the school district in which the child is enrolled. Each district shall co-operate with its area education agency to provide an appropriate special education instructional program for each child who requires special education instruction, as identified and counted within the certification by the area director of special education or as identified by the area director of special education subsequent to the certification, and shall not provide a special education instructional program

to a child who has not been so identified and counted within the certification or identified subsequent to the certification.

4. To provide moneys to pay the costs of special education support services, each school district shall add to its allowable growth for the school year beginning July 1, 1975, an amount equal to the cost per pupil in its area education agency, for special education support services needed by the agency for that year, determined in accordance with the program plans submitted by the area director of special education and approved by the department of public instruction. For each succeeding school year, each school district shall add to its allowable growth an amount equal to the cost per pupil in its area education agency, for additional special education support services needed by the agency for that year, to serve newly identified children who require the services, determined in accordance with the program plans submitted by the area director of special education and approved by the department of public instruction. The department shall make decisions regarding approval of program plans according to the criteria provided in chapter 281, and the rules promulgated by the department pursuant to that chapter and chapter 17A.

5. To provide moneys to pay the costs of media services, each school district shall add to its allowable growth for the school year beginning July 1, 1975 only, an amount equal to the cost per pupil in its area education agency for media services needed by the agency for that year, determined in accordance with the media program plans submitted by the area education agency administrator and approved by the department of public instruction. However, the amount added for each area education agency shall not exceed five dollars per pupil in that area education agency unless a larger amount per pupil was budgeted for media services for pupils in that area education agency for the school year beginning July 1, 1974, and in that case shall not exceed one hundred eight percent of the amount so budgeted. The amount budgeted for media services for pupils in an area education agency shall be determined by averaging a proportionate part of the expenditures by county school systems and joint county systems formerly serving pupils in the area education agency, based upon the enrollment in the systems compared to the enrollment in the area education agency. If the total amount added to allowable growth for all area education agencies in the state, as otherwise determined under this subsection, exceeds five dollars per pupil in the state, the state comptroller shall reduce the amount for each area ratably so that the total amount does not exceed five dollars per pupil in the state. The department shall make decisions regarding approval of program plans according to the criteria provided in section 273.6, and the rules promulgated by the department pursuant to that section and chapter 17A.

6. To provide moneys to pay the costs of all other services which may be provided through the area education agency, each school district shall add to its allowable growth for the school year beginning July 1, 1975 only, the amount of ten dollars per pupil.

7. The department of public instruction, in co-operation with the appropriate personnel of the area education agency, shall determine the per pupil amounts for each area education agency, as required under subsections 4 and 5. The state comptroller shall calculate the amounts needed by each area education agency by multiplying the per pupil amounts needed by each agency under subsections 4, 5 and 6 by the weighted enrollment in the area education agency, and shall calculate the amounts due from each school district to its area education agency by multiplying the per pupil amounts needed by the agency by the weighted enrollment in the school district. The state comptroller shall deduct the amounts so calculated for each school district from the state aid due to the district pursuant to chapter 442 and shall pay the amounts to the area education agencies on a quarterly basis during each school year. The state comptroller shall notify each school district the amount of state aid deducted for this purpose and the balance which will be paid to the district. If a district does not qualify for state aid under chapter 442 in an amount sufficient to cover its amount due to the area education agency as calculated by the state comptroller, the school district shall pay the deficiency to the area education agency from other moneys received by the district, on a quarterly basis during each school year.

CHAPTER 281

EDUCATION OF CHILDREN REQUIRING SPECIAL EDUCATION

Referred to in sec. 265.6

281.1 Division of education created.
281.2 Definitions.
281.3 Powers and duties of state department.
281.4 Powers of board of directors.
281.5 Secretary's report.
281.6 Parent's or guardian's duties.
281.7 Examinations of children.
281.8 Exceptions to attendance.
281.9 Weighting plan.
281.10 Repealed.
281.11 Program plans.

281.1 Division of education created. There is created within the state department of public instruction a division of special education for the promotion, direction, and supervision of education for children requiring special education in the schools under the supervision and control of the department. The state superintendent, subject to the approval of the state board of public instruction, is authorized to organize the division and to employ the necessary qualified personnel to carry out the provisions of this chapter.

281.2 Definitions.

1. "Children requiring special education" means persons under twenty-one years of age, including children under five years of age, who are handicapped in obtaining an education because of physical, mental, emotional, communication or learning disabilities or who are chronically disruptive, as defined by the rules of the department of public instruction.

2. "Special education" means classroom, home, hospital, institutional, or other instruction designed to meet the needs of children requiring special education as defined in subsection 1; transportation and corrective and supporting services required to assist children requiring special education, as defined in subsection 1, in taking advantage of, or responding to, educational programs and opportunities, as defined by rules of the department of public instruction.

It is the policy of this state to provide and to require school districts to make provisions, as an integral part of public education, for special education opportunities sufficient to meet the needs and maximize the capabilities of children requiring special education. This chapter is not to be construed as encouraging separate facilities or segregated programs designed to meet the needs of children requiring special education when such children can benefit from all or part of the education program as offered by the local school district. To the maximum extent possible, children requiring special education shall attend regular classes and shall be educated with children who do not require special education. Whenever possible, hinderances to learning and to the normal functioning of children requiring special education within the regular school environment shall be overcome by the provision of special aids and services rather than by seperate programs for those in need of special education. Special classes, separate schooling or other removal of children requiring special education from the regular educational environment, shall occur only when, and to the extent that the nature or severity of the educational handicap is such that education in regular classes, even with the use of supplementary aids and services, cannot be accomplished satisfactorily. For those children who cannot adapt to the regular educational or home living conditions, and who are attending facilities under chapters 263, 269, and 270, upon the request of the board of directors of an area education agency, the department of social services shall provide residential or detention facilities and the area education agency shall provide special education programs and services. The area education agencies shall co-operate with the board of regents to provide the services required by this Act.

Special aids and services shall be provided to children requiring special education who are less than five years of age if the aids and services will reasonably permit the child to enter the educational process or school environment when the child attains school age.

Every child requiring special education shall, if reasonably possible, receive a level of education commensurate with the level provided each child who does not require special education. The cost of providing such an education shall be paid as provided in section 273.9 and chapters 281 and 442. It shall be the primary responsibility of each school district to provide special education to children who reside in that district if the children requiring special education are properly identified, the educational program or service has been approved, the teacher or instructor has been certified, the number of children requiring special education needing that educational program or service is sufficient to make offering the program or service feasible, and the program or service cannot more economically and equably be obtained from the area education agency, another school district, another group of school districts, a qualified private

agency, or in co-operation with one or more other districts.

Any funds received by the school district of the child's residence for the child's education, derived from funds received through chapters 442 and 281 and section 273.9 shall be paid by the school district of the child's residence to the appropriate education agency, private agency, or other school district providing special education for the child pursuant to contractual arrangements as provided in section 273.3, subsections 5 and 7.

Effective July 1, 1975

281.3 Powers and duties of state department. The division of special education, subject to the approval of the state board, shall have the following duties and powers:

1. To aid in the organization of special schools, classes and instructional facilities for children requiring special education, and to supervise the system of special education for children requiring special education.

2. To establish standards for teachers to be employed under the provisions of this chapter, to give examinations for teachers to qualify to teach children requiring special education, and to issue certificates to teachers who qualify for such teaching.

3. To adopt rules consistent with the provisions of this chapter for the approval of plans for special education programs and services submitted by the director of special education of the area education agency.

4. To adopt plans for the establishment and maintenance of day classes, schools, home instruction, and other methods of special education for children requiring special education.

5. To purchase and otherwise acquire special equipment, appliances, and other aids for use in special education, and to loan or lease same under such rules and regulations as the department may prescribe.

6. To prescribe courses of study, and curricula for special schools, special classes and special instruction of children requiring special education, including physical and psychological examinations, and to prescribe minimum requirements for children requiring special education to be admitted to any such special schools, classes or instruction.

7. To provide for certification by the director of special education of the eligibility of children requiring special education for admission to, or discharge from, special schools, classes or instruction.

8. To initiate the establishment of classes for children requiring special education or home study services in hospitals, nursing, convalescent, juvenile and private homes, in co-operation with the management thereof and local school districts or area education agency boards.

9. To co-operate with school districts or area education agency boards in arranging for any child requiring special education to attend school in a district other than the one in which he resides when there is no available special school, class, or instruction in the districts in which he resides.

10. To co-operate with existing agencies such as the state department of social welfare, the state department of public health, the state school for the deaf, the Iowa braille and sight-saving school, the state tuberculosis sanatorium, the children's hospitals, or other agencies concerned with the welfare and health of children requiring special education in the co-ordination of their educational activities for such children.

11. To investigate and study the needs, methods and costs of special education for children requiring special education.

12. To provide for the employment and establish standards for the performance of special education support personnel required to assist in the identification of and educational programs for children requiring special education.

13. To provide for the establishment of special education research and demonstration projects and models for special education program development.

14. To establish a special education resource, materials and training system for the purposes of developing specialized instructional materials and provide in-service training to personnel employed to provide educational services to children requiring special education.

15. To approve the acquisition and use of special facilities designed for the purpose of providing educational services to children requiring special education.

16. To make rules to carry out the powers and duties provided for in this section.

Amendment effective July 1, 1975

281.4 Powers of the board of directors. The board of directors of any school district or area education agency, with the approval of the state department of public instruction, may provide special education programs and services as defined in this chapter. If services are provided by the area education agency, with the approval of the department of public instruction, the board of directors of the area education agency with the co-operation of the local school districts within its jurisdiction may:

1. Establish and operate special education programs and classes for the education of children requiring special education.

2. Acquire, maintain, and construct facilities in which to provide education, corrective services, and supportive services for children requiring special education.

3. Make arrangements with participating school districts for the provision of special education, corrective, and supportive services to the children requiring special education residing in the school districts.

4. Employ special education teachers and personnel required to furnish corrective or supportive services to children requiring special education services.

5. Provide transportation for children requiring special education services that are in need of transportation in connection with any programs, classes or services.

6. Receive, administer and expend funds appropriated for its use.

7. Receive, administer and expend the proceeds of any issue of school bonds or other bonds intended wholly or partly for its benefit.

8. Apply for, accept, and utilize grants, gifts or other assistance.

9. Participate in, and make its employees eligible to participate in, any retirement system, group insurance system, or other program of employee benefits, on the same terms as govern school districts and their employees.

10. Do such other things as are necessary and incidental to the execution of any of its powers.

The board of directors of the local district or the area education agency shall employ qualified teachers certified by the authority provided by law as teachers for children requiring such special education. The maximum number of pupils per teacher shall be determined by the board of directors of the local district or the area education agency board in accordance with the rules and regulations of the state department of public instruction.

The board of directors of the local district or the area education agency may establish and operate one or more special education centers to provide diagnostic, therapeutic, corrective, and other services, on a more comprehensive, expert, economic and efficient basis than can be reasonably provided by a single school district. Such services, if offered by the area education agency board, may be provided in the regular schools using personnel and equipment of the area education agency or, whenever it is impractical or inefficient to provide them on the premises of a regular school, the area education agency may provide services in its own facilities. To the maximum extent feasible, such centers shall be established at and in conjunction with, or in close proximity to one or more elementary and secondary schools. Local districts or the area education agencies may accept diagnostic and evaluation studies conducted by other individuals, hospitals, or centers, if determined to be competent. Children requiring special education services may be identified in any way that the department of public instruction determines to be reliable. Centers established pursuant to this section may contain classrooms and other educational facilities and equipment to supplement instruction and other services to handicapped children in the regular schools, and to provide separate instruction to children whose degree or type of educational handicap makes it impractical or inappropriate for them to participate in classes with normal children.

Amendment effective July 1, 1975

281.5 Secretary's report. The state department of public health shall from time to time as requested furnish to the state division of special education information obtained from birth certificates relative to the name, address, and disability of any case of congenital deformity or physical defect. The state crippled children's service shall from time to time as required furnish to the state division of special education the name, address, and disability of all children of their register.

Amendment effective July 1, 1975

281.6 Parent's or guardian's duties. When the school district or area education agency has provided special education services and programs as provided herein for any child requiring special education, either by admission to a special class or by supportive services, it shall be the duty of the parent or guardian to enroll said child for instruction in such special classes or supportive services as may be established, except in the event a doctor's certificate is filed with the secretary of the school district showing that it is inadvisable for medical reasons for the child requiring special education to receive the special education provided; all the provisions and conditions of chapter 299 and amendments thereto shall be applicable to this section, and any violations shall be punishable as provided in said chapter.

A child, or his parent or guardian, or the school district in which the child resides, may obtain a review of any action or omission of state or local authorities pursuant to the procedures established in chapter 290 on the ground that the child has been or is about to be:

1. Denied entry or continuance in a program of special education appropriate to his condition and needs.

2. Placed in a special education program which is inappropriate to his condition and needs.

3. Denied educational services because no suitable program of education or related services is maintained.

4. Provided with special education which is insufficient in quantity to satisfy the requirements of law.

5. Assigned to a program of special education when he is not handicapped.

Amendment effective July 1, 1975

281.7 Examinations of children. In order to render proper instruction to each child requiring special education, the school districts shall certify children requiring special education for special instruction in accordance with the requirements set up by the division of special education and shall

provide examinations for children preliminary to making certification. The examinations necessary for the certification of children requiring special education shall be prescribed by the state division of special education. Final decision in case of disagreement or appeal shall be the responsibility of the state superintendent of public instruction, who may secure the advice of competent medical and educational authorities including the state department of health, the university hospitals, the state department of social welfare, the superintendent of the state school for the deaf, the superintendent of the Iowa braille and sight-saving school, and the superintendent of the state tuberculosis sanatorium.

281.8 Exceptions to attendance. It shall not be incumbent upon the school districts or county boards of education to keep a child requiring special education in regular instruction when the child cannot sufficiently profit from the work of the regular classroom, nor to keep such child requiring special education in the special class or instruction for children requiring special education when it is determined that the child can no longer benefit therefrom, or needs more specialized instruction which is available in special state schools.

In the case of any person who, by reason of congenital factors, accident or prolonged illness, has not been able to finish the special education by his or her twenty-first birthday, the period of special education may be continued for not exceeding three years thereafter.

No provision of this chapter shall be construed to require or compel any person who is a member of a well- recognized church or religious denomination and whose religious convictions, in accordance with the tenets or principles of his or her church or religious denomination, are opposed to medical or surgical treatment for disease to take or follow a course of physical therapy, or submit to medical treatment, nor shall any parent or guardian who is a member of such church or religious denomination and who has such religious convictions be required to enroll a child in any course or instruction which utilizes medical or surgical treatment for disease.

281.9 Weighting plan.

1. In order to provide funds for the excess costs of instruction of children requiring special education, above the costs of instruction of pupils in a regular curriculum, a special education weighting plan for determining enrollment in each school district is adopted as follows:

a. Pupils in a regular curriculum are assigned a weighting of one.

b. Children requiring special education who require special adaptations while assigned to a regular classroom for basic instructional purposes and handicapped pupils placed in a special education class who receive part of their instruction in regular classrooms are assigned a weighting of one and eight-tenths for the school year commencing July 1, 1975.

c. Children requiring special education who require full-time, self-contained special education placement with little integration into a regular classroom are assigned a weighting of two and two-tenths for the school year commencing July 1, 1975.

d. Children requiring special education who are severely handicapped or who have multiple handicaps, or who are chronically disruptive, are assigned to a weighting of four and four-tenths for the school year commencing July 1, 1975.

e. Shared-time and part-time pupils of school age who require special education shall be placed in the proper category and counted in the proportion that the time for which they are enrolled or receive instruction for the school year bears to the time that full-time pupils, carrying a normal course schedule, in the same school district, for the same school year are enrolled and receive instruction.

2. The weighting for each category of child multiplied by the number of children in each category in the enrollment of a school district, as identified and certified by the director of special education for the area, determines the weighted enrollment to be used in that district for purposes of computations required under the state school foundation plan in chapter 442.

3. The weight that a child is assigned under this section shall be dependent upon the required educational modifications necessary to meet the special education needs of the child. Enrollment for the purpose of this section, and all payments to be made pursuant thereto, includes all children for whom a special education program or course is to be provided pursuant to sections 273.1 to 273.9 and chapter 281, whether or not the children are actually enrolled upon the records of a school district.

4. On December 1, 1975, and no later than December 1 every two years thereafter, for the school year commencing the following July 1, the superintendent of public instruction shall report to the school budget review committee the average costs of providing instruction for children requiring special education in the categories of the weighting plan established under this section, and shall make recommendations to the school budget review committee for needed alterations to make the weighting plan suitable for subsequent school years. The school budget review committee shall establish the weighting plan for each school year after the school year commencing July 1, 1975, and shall report the plan to the superintendent of public instruction. The school budget review committee

shall not alter the weighting assigned to pupils in a regular curriculum, but it may increase or decrease the weighting assigned to each category of children requiring special education by not more than two-tenths of the weighting assigned to pupils in a regular curriculum. The department of public instruction shall promulgate rules under chapter 17A, to implement the weighting plan for each year and to assist in identification and proper indexing of each child in the state who requires special education.

5. The division of special education shall audit the reports required in section 273.5 to determine that all children in the area who have been identified as requiring special education have received the appropriate special education instructional and support services, and to verify the proper identification of pupils in the area who will require special education instructional services during the school year in which the report is filed. The division shall certify to the state comptroller the correct total enrollment of each school district in the state, determined by applying the appropriate pupil weighting index to each child requiring special education, as certified by the directors of special education in each area.

6. The division may conduct an evaluation of the special education instructional program or special education support services being provided by an area education agency, school district, or private agency, pursuant to sections 273.1 to 273.9 and chapter 281, to determine if the program or service is adequate and proper to meet the needs of the child; if the child is benefiting from the program or service; if the costs are in proportion to the educational benefits being received; and if there are any improvements that can be made in the program or service. A written report of the evaluation shall be sent to the area education agency, school district, or private agency evaluated and to the president of the senate and speaker of the house of representatives of the general assembly.

Effective July 1, 1975

281.10 Repealed by 65GA, ch. 1172, sec. 133, effective July 1, 1975.

281.11 Program plans. Program plans submitted to the department of public instruction pursuant to section 273.4 for approval shall establish all of the following:

1. That there are sufficient children requiring special education within the area.
2. That the service or program will be provided by the most appropriate educational agency.
3. That the educational agency providing the service or program has employed qualified special educational personnel.
4. That the instruction is a natural and normal progression of a planned course of instruction.
5. That all revenue raised for support of special education instruction and services is expended for actual delivery of special education instruction or services.
6. Other factors as the department may require.

Effective July 1, 1975

CHAPTER 285

STATE AID FOR TRANSPORTATION

Referred to in secs. 282.7, 442.13

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285.1 When entitled to state aid.

1. The board of directors in every school district shall provide transportation, either directly or by reimbursement for transportation, for all resident pupils attending public school, kindergarten through twelfth grade, except that:

a. Elementary pupils shall be entitled to transportation only if they live more than two miles from the school designated for attendance.

b. High school pupils shall be entitled to transportation only if they live more than three miles from the school designated for attendance.

For the purposes of this subsection, high school means a school which commences with either grade nine or grade ten, as determined by the board of directors of the school district or by the governing authority of the nonpublic school in the case of nonpublic schools.

Boards in their discretion may provide transportation for some or all resident pupils attending public school or pupils who attend nonpublic schools who are not entitled to transportation. Boards in their discretion may collect from the parent or guardian of the pupil not more than the pro rata cost for such optional transportation, determined as provided in subsection 12.

To the extent that this section as amended requires transportation which was not required before August 15, 1973, the board of directors shall not be required to provide such transportation before July 1, 1978

2. Any pupil may be required to meet a school bus on the approved route a distance of not to exceed three-fourths of a mile without reimbursement.

3. In any district where transportation by school bus is impracticable or where school bus service is not available, the board may require the parents or guardian to transport their children to the school designated for attendance. The parent or guardian shall be reimbursed for such transportation service for elementary pupils by the board of resident district for the distance one way from the pupil's residence to the school designated for attendance at the rate of twenty-eight cents per mile per day irrespective of number of children transported. For high school pupils, the parent or guardian shall be reimbursed forty dollars per pupil per year for such service, provided however, no family shall receive more than eighty dollars per year for transporting the members of the family who attend high school. The provisions of this section shall apply to eligible nonpublic school pupils as well as to eligible public school pupils. However, reimbursement for nonpublic school pupils shall not exceed forty dollars per pupil per year

4. In all districts where unsatisfactory roads or other conditions make it advisable, the board at its discretion may require the parent or guardian to transport their children up to two miles to connect with a vehicle of transportation. The parent or guardian shall be reimbursed for such transportation by the board of resident district at the rate of twenty-eight cents per mile per day, one way, per family for the distance from pupil's residence to the bus route.

5. Where transportation by school bus is impracticable or not available or other existing conditions warrant it, arrangements may be made for use of common carriers according to uniform standards established by the state superintendent of public instruction. The cost shall be the actual cost of service not to exceed forty dollars per pupil per year.

6. When the school designated for attendance of pupils is engaged in the transportation of pupils, the sending or designating school shall use these facilities and pay the pro rata cost of transportation except that a district sending pupils to another school may make other arrangements when it can be shown that such arrangements will be more efficient and economical than to use facilities of the receiving

school, providing such arrangements are approved by the board of the area education agency.

7. If a local board closes either elementary or high school facilities and is approved by the board of the area education agency to operate its own transportation equipment, the full cost of transportation shall be paid by the board for all pupils living beyond the statutory walking distance from the school designated for attendance.

8. Transportation service may be suspended upon any day or days, due to inclemency of the weather, conditions of roads, or the existence of other conditions, by the board of the school district operating the buses, when in their judgment it is deemed advisable and when the school or schools are closed to all children.

9. Distance to school or to a bus route shall in all cases be measured on the public highway only and over the most passable and safest route as determined by the area education agency board, starting in the roadway opposite the private entrance to the residence of the pupil and ending in the roadway opposite the entrance to the school grounds or designated point on bus route.

10. The board in any district providing transportation for nonresident pupils shall collect the pro rata cost of transportation from the district of pupil's residence for all properly designated pupils so transported.

11. Boards in districts operating buses may transport nonresident pupils who attend public school, kindergarten through junior college, who are not entitled to free transportation provided they collect the pro rata cost of transportation from the parents.

12. The pro rata cost of transportation shall be based upon the actual cost for all the children transported in all school buses. It shall include one-seventh of the original net cost of the bus and such other items as shall be determined and approved by the superintendent of public instruction but no part of the capital outlay cost for school buses and transportation equipment for which the school district is reimbursed from state funds or that portion of the cost of the operation of any school bus used in transporting pupils to and from extra-curricular activities shall be included in determining said pro rata cost. In any district where because of unusual conditions, the cost of transportation is in excess of the actual operating cost of the bus route used to furnish transportation to nonresident pupils, the board of the local district may charge a cost equal to the cost of other schools supplying such service to that area, upon receiving approval of the state director of school transportation. Capital outlay for school buses and transportation equipment shall be excluded from the capital outlay in determining tuition costs as provided in section 279.18, and section 282.20.

13. When a local board fails to pay transportation costs due to another school for transportation service rendered, the board of the creditor corporation shall file a sworn statement with the area education agency board specifying the amount due. The agency board shall check such claim and if the claim is valid shall certify to the county auditor. The auditor shall transmit to the county treasurer an order directing him to transfer the amount of such claim from the funds of the debtor corporation to the creditor corporation and the treasurer shall pay the same accordingly.

14. Resident pupils attending a nonpublic school located either within or without the school district of the pupil's residence shall be entitled to transportation on the same basis as provided for resident public school pupils under this section. The public school district providing transportation to a nonpublic school pupil shall determine the days on which bus service is provided, which shall be based upon the days for which bus service is provided to public school pupils, and the public school district shall determine bus schedules and routes. In the case of nonpublic school pupils the term "school designated for attendance" means the nonpublic school which is designated for attendance by the parents of the nonpublic school pupil.

15. If the nonpublic school designated for attendance is located within the public school district in which the pupil is a resident, the pupil shall be transported to the nonpublic school designated for attendance as provided in this section.

16. If the nonpublic school designated for attendance of a pupil is located outside the boundary line of the school district of the pupil's residence, the pupil may be transported by the district of residence to a public school or other location within the district of the pupil's residence. A public school district is which a nonpublic school is located may establish school bus collection locations within its district from which nonresident nonpublic school pupils may be transported to and from a nonpublic school located in the district. If a pupil receives such transportation, the district of the pupil's residence shall be relieved of any requirement to provide transportation.

17. The public school district may meet the requirements of subsections 14 to 16 by any of the following:

a. Transportation in a school bus operated by a public school district.

b. Contracting with private parties as provided in section 285.5. However, contracts shall not provide payment in excess of the average per pupil transportation costs of the school district for that year.

c. Utilizing the transportation reimbursement provision of subsection 3. However, no reimbursement shall exceed forty dollars per nonpublic school pupil per year.

18. The state superintendent of public instruction may review all transportation arrangements to see that they meet all legal and established uniform standard requirements.

19. Transportation authorized by this chapter is exempt from all laws of this state regulating common carriers.

20. Transportation for which the pro rata cost or other charge is collected shall not be provided outside the state of Iowa except in accordance with rules adopted by the state department of public instruction in accordance with chapter 17A. The rules shall take into account any applicable federal requirements.

21. Boards in districts operating buses may in their discretion transport senior citizens, children, and handicapped persons, who are not otherwise entitled to free transportation, and shall collect the pro rata cost of transportation. Transportation under this subsection shall not be provided when the school bus is being used to transport pupils to or from school unless the board determines that such transportation is desirable and will not interfere with or delay the transportation of pupils.

Amendment effective July 1, 1975

285.2 Payment of claims for nonpublic school pupil transportation. Boards of directors of school districts shall be required to provide transportation services to nonpublic school pupils as provided in section 285.1 only during school years when the general assembly has appropriated funds to the department of public instruction for the payment of claims for transportation costs submitted by the school districts.

If the funds appropriated by the general assembly are not sufficient to pay the claims submitted by the school districts, the amount paid to each school district by the department shall be prorated on the basis of funds so appropriated. The difference between the amount of the claim of a school district and the amount of payment received from the department of public instruction shall be paid by the parent or guardian of the nonpublic school pupil transported.

The costs of providing transportation to nonpublic school pupils as provided in section 285.1 shall not be included in the computation of district cost under chapter 442, but shall be shown in the budget as an expense from miscellaneous income. Any transportation reimbursements received by a local school district for transporting nonpublic school pupils shall not affect district cost limitations of chapter 442. The reimbursements provided in this section are miscellaneous income as defined in section 442.5.

On February 1 and June 1 of each year, the department of public instruction shall certify to the state comptroller the amounts of approved claims to be paid, and the state comptroller shall draw warrants payable to school districts which have established claims.

Temporary provisions, 66GA, ch 1169, sec. 10

285.3 Report by secretary of district. Repealed by Ch. 356 (H. F. 686), sec. 27, 62 G.A.

285.4 Pupils sent to another district. The board in districts not maintaining high school facilities shall by record action designate the school or schools for attendance of all high school pupils from their respective districts. In making designations, the local board shall give consideration to the wishes of the majority of the patrons, the adequacy of the facilities and curricular offerings and available bus service to avoid duplication of transportation facilities to different receiving schools.

When a board closes its elementary school facilities for lack of pupils or by action of the board, it shall, if there is a school bus service available in the area, designate for attendance the school operating the buses, provided the board of such school is willing to receive them and the facilities and curricular offerings are adequate. The board of the district where the pupils reside may with the approval of the area education agency board, subject to legal limitations and established uniform standards, designate another rural school and provide their own transportation if the transportation costs will be less than to use the established bus service.

All designations must be submitted to the area education agency board on or before July 15, for review and approval. The agency board shall after due investigation alter or change designations to make them conform to legal requirements and established uniform standards for making designations and for locating and establishing bus routes. After designations are made, they will remain the same from year to year except that on or before July 15, of each year, the rural board or parents may petition the agency board for a change of designation to another school. Appeals from the decision of the agency board on designations may be made by either the parents or board to the state superintendent of public instruction as provided in section 285.12 and section 285.13.

Amendment effective July 1 1975

285.5 Contracts for transportation.

1. Contracts for school bus service with private parties shall be in writing and be for the transportation of children who attend public school and children who attend nonpublic school. Such contracts shall define the route, the length of time, service contracted for, the compensation, the vehicle to be used. The contract shall prescribe the duties of the contractor and driver of the vehicles and shall provide that every person in charge of a vehicle

conveying children to and from school shall be at all times subject to any rules said board shall adopt for the protection of the children, or to govern the conduct of the persons in charge of said conveyance. Contracts may be made for a period not to exceed three years.

The contract shall provide that the contractor will sell the equipment to the board should he desire to terminate the contract, provided the board should desire to purchase said equipment, the price of the equipment to be determined by an appraisal board composed of one person appointed by the school board, one appointed by the owner of the equipment, and a third selected by these two.

2. The contractor shall operate the vehicle himself or provide a driver who must be approved by the board. The contractor and driver shall be subject to all laws and prescribed standards for school bus drivers. Failure to comply shall constitute grounds for dismissal of the driver or cancellation of the contract if the board so desires.

3. All vehicles of transportation provided by contractor shall be inspected, approved and certified before being put into operation.

4. All contracts may be terminated by either party on a ninety-day notice.

5. The state superintendent of public instruction shall prepare a uniform contract containing provisions not in conflict with this chapter which shall be used by all schools in contracting for transportation service.

6. All contractors shall carry liability insurance in amounts and kind as provided in the official contract.

7. All contracts for transportation service and for drivers of school-owned and operated buses shall be made with someone outside the board except where no other transportation service is available, a board member may transport his own children.

8. Private buses other than common carriers not used exclusively in transportation of pupils while under contract to a school district shall meet all requirements for school-owned buses, as to construction and operation.

9. All bus drivers for school-owned equipment shall be under contract with the board. The superintendent of public instruction shall prepare a uniform contract containing provision not in conflict with this chapter which shall be used by all school boards in contracting with drivers of school-owned vehicles.

285.6 Staff in state department. The state superintendent, subject to the approval of the state board of public instruction, is authorized to organize and staff the division and to employ the necessary qualified personnel to carry out the provisions of this chapter. The appropriation provided by this chapter may be expended in part for the direction and supervision provided by the chapter which shall include salaries and all necessary traveling expense incurred by the said personnel in the performance of their official duties.

285.7 Powers and duties shared. Repealed by Ch. 356 (H. F. 686), sec. 28, 62 G.A.

285.8 Powers and duties of state department. The powers and duties of the state department shall be to:

1. Exercise general supervision over the school transportation system in the state.

2. Review and establish the location of bus routes which are located in more than one county when the county boards of education of the affected counties after formal action do not approve.

3. Establish uniform standards for locating and operating bus routes and for the protection of the health and safety of pupils transported.

4. Inspect or cause to be inspected all vehicles used as school buses to transport school children to determine if such vehicles meet all legal and established standards of construction and can be operated with safety, comfort, and economy. When it is determined that further use of such vehicles is dangerous to the pupils transported and to the safety and welfare of the traveling public, the department of public instruction shall order such vehicle to be withdrawn from further use on a specified date. School buses which do not conform to the requirements of the department of public instruction may be issued a temporary certificate of operation provided that such school buses can be operated with safety, and provided further that no such certificate shall be issued for a period in excess of one year. All equipment can be required to be altered, or safety equipment added in order to make vehicles reasonably safe for operation. New buses after initial inspection and approval shall be issued a seal of inspection. After each annual inspection a seal of inspection and approval shall be issued. Said seals shall be mounted on the lower right hand corner of the windshield.

5. Aid in the enforcement of the motor vehicle laws relating to the transportation of school children.

6. Prescribe uniform standards and regulations:

a. For the efficient operation and maintenance of school transportation equipment and for the protection of the health and safety of children transported.

b. For locating and establishing bus routes.

c. For procedures and requirements in making designations.

d. For standard of safety in construction of school transportation equipment.

e. For procedures for purchase of buses.

f. For qualification of school bus drivers.

g. As deemed necessary for the efficient administration of this chapter.

7. Review all transportation arrangements when deemed necessary and shall disapprove any

arrangements that are not in conformity with the law and established standards and require the same to be altered or changed so that they do conform.

8. Conduct schools of instruction for transportation personnel as needed or requested.

285.9 Powers and duties of area boards. The powers and duties of the respective area education agency boards shall be to:

1. Enforce all laws and all rules and regulations of the state department of public instruction relating to transportation.

2. Review and approve all transporation arrangements between districts in the agency and in all districts in the agency not operating high schools. If such transportation arrangements, designations, and contracts are not in conformity to law or established uniform standards for the locating and operating of bus routes, the agency board shall, after receiving all facts, make such alterations or changes as necessary to make the arrangements, designations, and contracts conform to the legal and established requirements and shall notify local board of such action.

3. Approve all bus routes outside the boundary of the district of the school operating buses.

4. When a local board fails to make designations and other necessary arrangements for transportation as required by law, the agency board shall, after due notice to the local board, make necessary arrangements in conformity with law and established requirements. Notice shall be given to the local board of the arrangements as made. The arrangements shall be binding on the local board which shall pay the costs for service as arranged.

Amendment effective July 1, 1975

285.10 Powers and duties of local boards. The powers and duties of the local school boards shall be to:

1. Provide transportation for each resident pupil who attends public school, and each resident pupil who attends a nonpublic school, and who is entitled to transportation under the laws of this state.

2. Establish, maintain and operate bus routes for the transportation of pupils so as to provide for the economical and efficient operation thereof without duplication of facilities, and to properly safeguard the health and safety of the pupils transported.

3. Purchase or lease buses and other transportation facilities, and maintain same, and to enter into contracts for transportation subject to any provisions of law affecting same.

4. Employ such drivers and other employees as may be necessary and prescribe their qualifications and adopt rules for their conduct.

5. Exercise any and all powers and duties relating to transportation of pupils enjoined upon them by law.

6. Shall purchase liability insurance and other insurance coverage which the board deems advisable to insure the school district, its officers, employees and agents against liability incurred as a result of operating school buses, including but not limited to liability to pupils or other persons lawfully transported. Section 613A.7 shall apply to such insurance. However, the board of directors in its discretion shall determine the insurance coverages and limits, and the school district and directors shall not be liable as a result of any such discretionary decision.

7. When a school qualifies to purchase buses, they may be purchased as follows:

a. From such funds as may be available in the general fund.

b. May purchase buses and enter into contract to pay for such buses over a five-year period as follows: One-fourth of the cost when bus is delivered and the balance in equal annual installments, plus simple interest due. The interest rate shall be the lowest rate available and shall not exceed four percent simple interest. The bus shall serve as security for balance due. Bus bodies and chassis shall be purchased on separate contracts.

8. Boards in school districts which have sufficient resident pupils they are required to transport to warrant the purchase of transportation equipment, may purchase buses needed to provide such transportation.

9. In the discretion of the board, furnish a school bus and services of a qualified driver to an organization of, or sponsoring activities for, senior citizens, children, or handicapped persons in this state. The board shall charge and collect an amount sufficient to reimburse all costs of furnishing the bus and driver. A school bus shall be used as provided in this subsection only at times when it is not needed for transportation of pupils.

285.11 Bus routes—basis of operation. The establishment and operation of bus routes and the contracting for transportation shall be based upon the following considerations:

1. Each bus route shall be planned and adjusted to utilize the normal seating capacity of each bus insofar as it is possible to do so.

2. Each bus route shall serve only those pupils living in those areas where transportation by bus is the most economical method for providing adequate transportation facilities.

3. A route shall not be extended for the purpose of accommodating pupils whose homes are nearer another bus route.

4. Special contracts for transportation of pupils entitled to transportation shall be entered into only when it is more economical to make such special provision than to provide same by regular bus route, or when by reason of physical or mental handicap of the pupil such pupil cannot be transported with safety by bus.

5. The boards shall take advantage of all tax exemptions on fuel, equipment, and of such other economies as are available.

6. The use of school buses shall be restricted to transporting pupils to and from school and to and from extra-curricular activities sponsored by the school when such extra-curricular activity is under the direction of a qualified member of the faculty and a part of the regular school program and to transporting other persons to the extent permitted by sections 285.1, subsection 1, and 285.10, subsection 9. School employees of districts operating buses may be transported to and from school and approved activities which they are required to attend as a result of their responsibilities. Provided, however, nothing in this subsection shall prohibit the use of school buses in transporting a school teacher going to and from her school when such school is on an established school bus route and such teacher makes arrangements with the district operating such school bus.

No bus shall leave the public highway to receive or discharge pupils.

8. Bus routes shall be established only to give service to properly designated pupils.

9. Bus drivers for school buses must present a certificate of physical fitness each year before being permitted to operate any vehicles transporting children to and from school.

10. Bus drivers must hold a regular or special chauffeur's license and in addition, a special school bus driver permit issued by the department of public instruction.

285.12 Disputes--hearings and appeals. In the event of a disagreement between a school patron and the board of the school district, the patron if dissatisfied with the decision of the district board, may appeal the same to the area education agency board, notifying the secretary of the district in writing within ten days of the decision of the board and by filing an affidavit of appeal with the area education agency board within the ten-day period. The affidavit of appeal shall include the reasons for the appeal and points at issue. The secretary of the local board on receiving notice of appeal shall certify all papers to the agency board which shall hear the appeal within ten days of the receipt of the papers and decide it within three days of the conclusion of the hearing and shall immediately notify all parties of its decision. Either party may appeal the decision of the agency board to the superintendent of public instruction by notifying the opposite party and the agency administrator in writing within five days after receipt of notice of the decision of the agency board and shall file with the superintendent of public instruction an affidavit of appeal, reasons for appeal, and the facts involved in the disagreement. The agency administrator shall, within ten days of said notice, file with the superintendent of public instruction all records and papers pertaining to the case, including action of the agency board. The superintendent of public instruction shall hear the appeal within fifteen days of the filing of the records in his office, notifying all parties and the agency administrator of the time of hearing. The superintendent of public instruction shall forthwith decide the same and notify all parties of his decision and return all papers with a copy of the decision to the agency administrator. The decision of the superintendent of public instruction shall be subject to judicial review in accordance with the terms of the Iowa administrative procedure Act. Pending final order made by the superintendent of public instruction, upon any appeal prosecuted to such superintendent, the order of the agency board from which the appeal is taken shall be operative and be in full force and effect.

Referred to in secs. 275.18, 285.4, 285.13
Amendment effective July 1, 1975

285.13 Disagreements between boards. In the event of a disagreement between the board of a school district and the board of an area education agency, the board of the school district may appeal to the state superintendent of public instruction and the procedure and times provided for in section 285.12 shall prevail in any such case. The decision of the state superintendent of public instruction shall be subject to judicial review in accordance with the terms of the Iowa administrative procedure Act.

Referred to in secs. 279.18, 285.4
Amendment effective July 1, 1975

285.14 Nonstandard buses--penalties. Any person who operates or permits to be operated as a school bus to transport pupils, any vehicle which does not comply with the requirements provided by law or by the rules and regulations of the state department of public instruction, or for which there is not a valid temporary certificate for operation, shall be punished by a fine of not to exceed one hundred dollars or by imprisonment in the county jail not to exceed thirty days.

285.15 Forfeiture of reimbursement rights. The failure of any local district to comply with the provisions of this chapter or any other laws relating to the transportation of pupils, or any rules made by the state department of public instruction under this chapter or the final decisions of the area education agency board, or the final decisions of the state department of public instruction shall during the period such failure to comply existed forfeit the rights to collect transportation costs from school or parents while operating in such illegal manner. Any superintendent, board, or board member who knowingly operates or permits to be operated any school bus transporting public school pupils in violation of any school transportation law shall be deemed guilty of a misdemeanor.

Amendment effective July 1, 1975

CHAPTER 299

COMPULSORY EDUCATION

Referred to in sec. 281.6

299.1 Attendance requirement.
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299.9 Truant schools--rules for punishment.
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299.22 When deaf and blind children excused.
299.23 Agent of state board of regents.
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299.1 Attendance requirement. Any person having control of any child over seven and under sixteen years of age, in proper physical and mental condition to attend school, shall cause said child to attend some public school for at least twenty-four consecutive school weeks in each school year, commencing with the first week of school after the first day of September, unless the board of school directors shall determine upon a later date, which date shall not be later than the first Monday in December.

The board may, by resolution, require attendance for the entire time when the schools are in session in any school year.

In lieu of such attendance such child may attend upon equivalent instruction by a certified teacher elsewhere.

Referred to in secs. 299.2, 299.6
See also sec. 281.6

299.2 Exceptions. Section 299.1 shall not apply to any child:

1. Who is over the age of fourteen and is regularly employed.

2. Whose educational qualifications are equal to those of pupils who have completed the eighth grade.

3. Who is excused for sufficient reason by any court of record or judge.

4. While attending religious services or receiving religious instructions.

5. Who is attending a private college preparatory school approved or probationally approved under the provisions of section 257.25, subsection 14.

299.3 Reports from private schools. Within ten days from receipt of notice from the secretary of the school district within which any private school is conducted, the principal of such school shall, once during each school year, and at any time when requested in individual cases, furnish to such secretary a certificate and report in duplicate of the names, ages, and number of days attendance of each pupil of such school over seven and under sixteen years of age, the course of study pursued by each such child; the texts used and the names of the teachers, during the preceding year and from the time of the last preceding report to the time at which a report is required. The secretary shall retain one of the reports and file the other with the secretary of the area education agency.

Referred to in sec. 299.6
Amendment effective July 1, 1975

299.4 Reports as to private instruction. Any person having the control of any child over seven and under sixteen years of age, who shall place such child under private instruction, not in a regularly conducted school, upon receiving notice from the secretary of the school district, shall furnish a certificate stating the name and age of such child, the period of time during which such child has been under said private instruction, the details of such instruction, and the name of the instructor.

Referred to in sec. 299.6

299.5 Proof of abnormality. Any person having the control of any child over seven and under sixteen years of age, who is physically or mentally unable to attend school, shall furnish proofs by affidavit as to the physical or mental condition of such child.

Referred to in sec. 299.6

299.6 Violations. Any person who shall violate any of the provisions of sections 299.1 to 299.5, inclusive, shall be fined not less than five dollars nor more than twenty dollars for each offense.

299.7 Custody of records. All such certificates, reports, and proofs shall be filed and preserved in the office of the secretary of the school corporation as a part of the records of his office, and he shall furnish certified copies thereof to any person requesting the same.

299.8 "Truant" defined. Any child over seven and under sixteen years of age, in proper physical and mental condition to attend school, who fails to attend school regularly as provided in this chapter, without reasonable excuse for his absence, shall be deemed to be a truant.

299.9 Truant schools--rules for punishment. The board of directors may provide for the confinement, maintenance, and instruction of truant children and may for that purpose establish truant schools or set apart separate rooms in any public school building; and it shall prescribe reasonable rules for the punishment of truants.

299.10 Truancy officers--appointment--compensation. The board of each school district may, and in school districts having a population of twenty thousand shall, appoint a truancy officer.

In districts having therein a city, the board may appoint a member of the police force or marshal as such officer, and other districts may appoint a constable or other suitable person.

Such officers shall be paid a reasonable compensation by the board.

299.11 Duties of truancy officer. The truancy officer shall take into custody without warrant any apparently truant child and place him in the charge of the teacher in charge of the public school designated by the board of directors of the school district in which said child resides, or of any private school designated by the person having legal control of the child; but if it is other than a public school, the instruction and maintenance of the child therein shall be without expense to the school district.

The truancy officer shall promptly institute criminal proceedings against any person violating any of the provisions of the truancy law.

299.12 Neglect by truancy officer. Any truancy officer or any director neglecting his duty to enforce the truancy law after written notice so to do served upon him by any citizen of the county or by the area education agency administrator shall be liable to a fine not exceeding twenty-five dollars and be removed from such office. The county attorney shall prosecute such persons upon request of the administrator.

Amendment effective July 1, 1975

299.13 Incorrigibles. If the child is placed in a school other than a public school and does not properly conduct himself, the board may cause his removal to a public or to a truant school. If a truant placed in a public school fails to attend or properly conduct himself, he may be placed in a truant school, or the person in charge of the school may file information in the juvenile court, which may commit said child to a suitable state institution.

299.14 Discharge from truant school. Any child placed in a truant school may be discharged therefrom at the discretion of the board under such rules as it may prescribe.

299.15 Reports by school officers and employees. All school officers and employees shall promptly report to the secretary of the school corporation any violations of the truancy law of which they have knowledge, and he shall inform the president of the board of directors who shall, if necessary, call a meeting of the board to take such action thereon as the facts justify.

299.16 Census by school officer. All school officers empowered to take the school census shall ascertain the number of children over seven and under sixteen years of age, in their respective districts, the number of such children who do not attend school, and so far as possible the cause of the failure to attend.

School census, sec. 291.9

299.17 [Repealed by Ch. 1065 (S.F. 1030), sec. 1, 64 G.A.(2)]

299.18 Education—state school. Children over seven and under nineteen years of age who are so deaf or blind or severely handicapped as to be unable to obtain an education in the common schools shall be sent to the proper state school therefor, unless exempted, and any person having such a child under his control or custody shall see that such child attends such school during the scholastic year.

Referred to in secs. 299.19, 299.20

299.19 Proceeding against parent. Upon the failure of any person having the custody and control of such child to require its attendance as provided in section 299.18, the state board of regents may make application to the district court or the juvenile court of the county in which such person resides for an order requiring such person to compel the attendance of such child at the proper state institution.

Referred to in sec. 299.20

299.20 Order. Upon the filing of the application mentioned in section 299.19, the time of hearing shall be determined by the juvenile court or the district court. If, upon hearing, the court determines that the person required to appear has the custody and control of a child who should be required to attend a state school under section 299.18, the court shall make an order requiring such person to keep such child in attendance at such school.

299.21 Contempt. A failure to comply with the order of the court shall subject the person against whom the order is made to punishment the same as in ordinary contempt cases.

Contempts, ch 665

299.22 When deaf and blind children excused. Attendance at the state institution may be excused when the superintendent thereof is satisfied:

1. That the child is in such bodily or mental condition as to prevent or render futile attendance at the school.

2. That the child is so diseased or possesses such habits as to render his presence a menace to the health or morals of other pupils.

3. That the child is efficiently taught for the scholastic year in a private or other school devoted to such instruction or by a private tutor, in the branches taught in public schools.

299.23 Agent of state board of regents. The state board of regents may employ an agent to aid in the enforcement of law relative to the education of deaf and blind children. The agent shall seek out children who should be in attendance at the state schools but who are not, and require such attendance. He shall institute proceedings against persons who violate the provisions of said law. The agent shall be allowed compensation at a rate fixed by the board of regents, and his necessary traveling and hotel expenses while away from home in the performance of his duty.

299.24 Religious groups exempted from school standards. When members or representatives of a local congregation of a recognized church or religious denomination established for ten years or more within the state of Iowa prior to July 1, 1967, which professes principles or tenets that differ substantially from the objectives, goals, and philosophy of education embodied in standards set forth in section 257.25, and rules adopted in implementation thereof, file with the state superintendent of public instruction proof of the existence of such conflicting tenets or principles, together with a list of names, ages, and post-office addresses of all persons of compulsory school age desiring to be exempted from the compulsory education law and the educational standards law, whose parents or guardians are members of the congregation or religious denomination, the state superintendent, subject to the approval of the state board of public instruction, may exempt the members of the congregation or religious denomination from compliance with any or all requirements of the compulsory education law and the educational standards law for two school years. When the exemption has once been granted, renewal of such exemptions for each succeeding school year may be conditioned by the state superintendent, with the approval of the board, upon proof of achievement in the basic skills of arithmetic, the communication arts of reading, writing, grammar, and spelling, and an understanding of United States history, history of Iowa, and the principles of American government, by persons of compulsory school age exempted in the preceding year, which shall be determined on the basis of tests or other means of evaluation selected by the state superintendent with approval of the board. The testing or evaluation, if required, shall be accomplished prior to submission of the request for renewal of the exemption. Renewal requests shall be filed with the state superintendent on or before April 15 of the school year preceding the school year for which the applicants desire exemption.

GUIDELINES FOR AUDIOMETRIC SYMBOLS

AMERICAN SPEECH AND HEARING ASSOCIATION
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GUIDELINES FOR AUDIOMETRIC SYMBOLS

Editor's Note: *The "Guidelines for Audiometric Symbols" was approved by the ASHA Executive Board in December 1973. Members of the ASHA Committee on Audiometric Evaluation, which developed the guidelines, are F. L. Sonday, W. R. Wilson, J. B. Chaiklin, J. T. Graham, Z. G. Schoeny, and N. T. Hopkinson, Chairman. ASHA encourages the professional community to use these guidelines in clinical practice and in publications.*

The set of "Guidelines for Audiometric Symbols" is the first of a series developed by the Committee on Audiometric Evaluation under the Vice-President for Clinical Affairs of the American Speech and Hearing Association.

Each of the guidelines presents a recommended set of procedures based on existing clinical practice and research findings. The spirit of these guidelines is not to mandate a single way of accomplishing the clinical process; rather, the intent is to suggest standard procedures that, in the final analysis, will benefit the patients we serve. The intention is to allow for a more efficient and uniform transfer of information.

Audiometric symbols used to record the results of conventional pure-tone threshold audiometry have never been standardized by the American Speech and Hearing Association. A wide variety of symbols and symbol systems is in use for recording data on audiograms, as has been demonstrated most recently by Martin and Kopra (1970) and by Sweetman and Miller in an ASHA convention paper (Chicago, 1969). Although certain audiometric symbols are in almost universal use, others are employed in widely disparate ways by different clinicians. Widespread use of unstandardized, idiosyncratic symbol systems increases the possibility of a misinterpretation of data when records are exchanged between clinical services. In addition, such use impedes the orderly exchange of information with other professions, in both clinical practice and published reports.

The purpose of these guidelines is to detail a set of standard audiometric symbols for recording graphically the results of pure-tone audiometry. From this set of symbols the clinician may select those necessary to record the information collected. Presentation of these guidelines does not imply that the audiogram is the only appropriate means of recording audiometric results[1]; however, when an audiogram is used, these symbols should be used.

THE AUDIOGRAM

As recommended in the ANSI S3.6-1969 *Specifications for Audiometers*, the audiogram shall be shown as a grid with test frequencies, in Hertz (Hz), represented on the abscissa by means of a logarithmic scale and the hearing level (HL), in decibels (dB), represented on the ordinate by a linear scale. One octave on the frequency scale shall be equivalent in span to 20 dB on the HL scale. The horizontal scale shall be labeled *Frequency in Hertz* and the vertical scale shall be labeled *Hearing Level in dB*. The zero reference threshold level should be shown prominently.

Grid lines of equal darkness and thickness are recommended at octave intervals on the frequency scale and at 10-dB intervals on the HL scale. Grid lines used for interoctave frequencies should be finer and lighter in hue than those for octave frequencies.

The audiogram form is illustrated in Figure 1. Specific recommendations on the type and amount of additional information to be included on the audiogram form, such as client identification, tester identification, results of speech audiometry, and results of tuning fork tests, are not included in these guidelines since they more appropriately are specified by individual clinics.

THE AUDIOMETRIC SYMBOLS

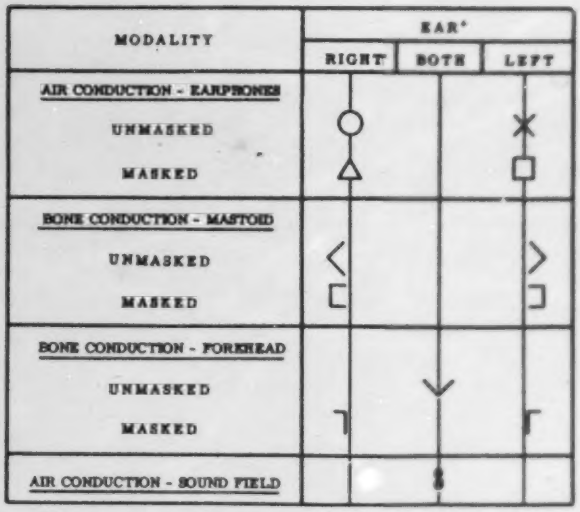
Any effort to modify behavior through the establishment of guidelines must consider current practices. One of the most recent sources used by the Committee on Audiometric Evaluation is Martin and Kopra's (1970) survey of audiometric symbols used by ASHA-certified audiologists. Although the Committee considered the apparent popularity of certain symbols, all symbols considered had to meet four basic criteria. Each symbol had to be

1. Simple in design, easily drawn, and sharply reproducible by xerography or other reproduction methods.
2. Mutually exclusive from and internally consistent with other symbols in the system.
3. Capable of delineating, without recourse to color coding, the following distinctions:
   a. left ear from right ear,
   b. air conduction from bone conduction,
   c. unmasked from masked results,
   d. response from no response, and
   e. the transducer (phone, vibrator, or speaker) used to present signals.
4. Designed to permit multiple notation at a single level on the audiogram.

Based on these four criteria, the Committee on Audiometric Evaluation recommends the set of symbols presented in Table 1.

[1] In many clinics numerals are used to record the results of air-conduction and bone-conduction measurements. Examples of this form of reporting data are included in Newby (1972). Some clinicians choose to collect their data in numerical form and then transfer the results to an audiogram, using symbols for their reports. Others collect the raw data on audiogram forms, using symbols, and transfer numbers to a block form for reports. Still others collect and report clinical data consistently using either symbols or numbers.

TABLE 1. Recommended symbols for threshold audiometry. Unless otherwise specified, symbols are to indicate that test signals used were pure tones. The same symbols may be used for warble tones and narrow-band noise, if so noted on the audiogram.



* The fine vertical lines represent the vertical axis of an audiogram.

Further Specifications

Air-Conduction Symbols. The air-conduction symbols should be drawn on the audiogram so that the midpoint of the symbol centers on the intersection of the vertical and horizontal axes at the appropriate HL (shown in Figures 2 through 8).

Bone-Conduction Symbols. The bone-conduction symbols, with one exception, should be placed adjacent to, but not touching, the frequency axis and centered vertically at the appropriate HL. The symbol for the left ear should be placed to the right of the frequency axis and that for the right ear to the left of the frequency axis (Figures 2, 3, 5, 7, and 8).[2] The symbol for unmasked forehead bone conduction should be centered on the vertical axis at the appropriate HL (Figure 5).

Multiple Notation. When the left ear unmasked air-conduction threshold is the same as the right air-conduction threshold, the left air-conduction symbol should be placed inside the right air-conduction symbol (Figures 3, 4, 5, 7, and 8). When bone-conduction thresholds (except unmasked forehead bone conduction) occur at the same HL as air-conduction thresholds, the bone-conduction symbols should be placed adjacent to, but not touching, the air-conduction symbols (Figures 2, 3, and 8). The midline bone-conduction symbol in this circumstance should be placed with the point of the carat barely entering the region of the air conduction symbols (Figure 5).

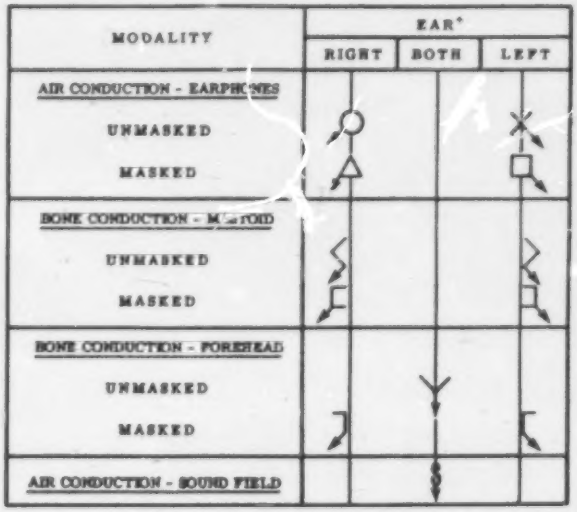
When bone conduction is measured at the mastoid with unmasked and masked thresholds occurring at the same HL, the unmasked symbol should be placed closest to the frequency axis. The masked symbol should surround, but not touch, the unmasked symbol (Figures 2 and 3).

No Response. To indicate "no response" at the maximum output of the audiometer, an arrow should be attached to the lower outside corner of the appropriate symbol and drawn downward and at about 45° outward from the frequency axis—to the right for left-ear symbols and to the left for right-ear symbols. The arrow for sound-field or unmasked forehead bone-conduction symbols should be attached at the bottom and drawn straight downward.

The "no response" symbol should be placed on the audiogram at the HL representing the maximum output limit for the particular test frequency, test modality, and audiometer. Each of the "no response" symbols is shown in Table 2. Appropriate usage is illustrated in Figures 4, 6, and 8.

When a patient has many "no responses," notation other than by symbol may be used to conserve time and to avoid unnecessary cluttering of the audiogram, as shown in Figure 4. For example, when a patient

TABLE 2. Recommended "no response" symbols for threshold audiometry.



* The fine vertical lines represent the vertical axis of an audiogram.

[2]Although the Committee favored placing the bone-conduction symbols to the right of the frequency axis to indicate the right ear and to the left to indicate the left ear, which was the most common preference reported by the Kopra and Martin (1970) survey, it adopted the reverse format, which is right of the frequency axis for the left ear and left of the frequency axis for the right ear. This decision was made, partly, on arbitrary bases and, partly, in deference to the preferences expressed by representatives of the American Academy of Ophthalmology and Otolaryngology (AAOO). The rationale for the second most common system reported by Martin and Kopra is that the BC symbol should represent the patient's ears from perspective of the otolaryngologist facing the patient (Fowler, 1951) and the prevalence of similar notation systems depicting the human form found in medical records and medical examination forms.

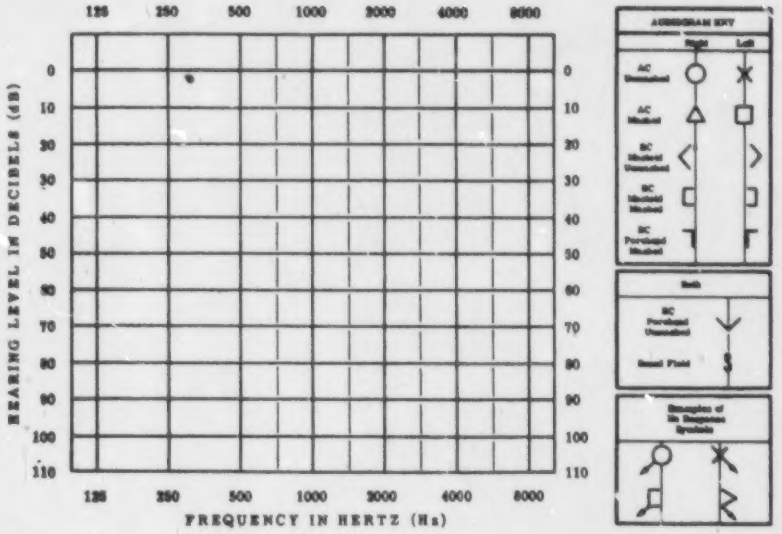


FIGURE 1. The audiogram form, showing appropriate dimensions. Note 20 dB on the ordinate equals an octave on the abscissa.

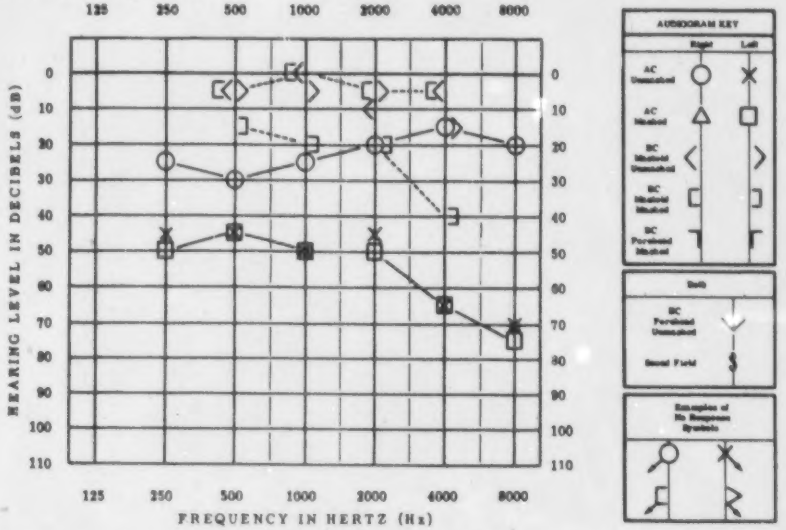


FIGURE 3. The use of masked bone-conduction (BC) symbols for the left and right ears and masked air-conduction (AC) symbols for the left ear. Note that the left ear BC symbols are to the right of the ordinates and the right ear BC symbols are to the left of the ordinates.

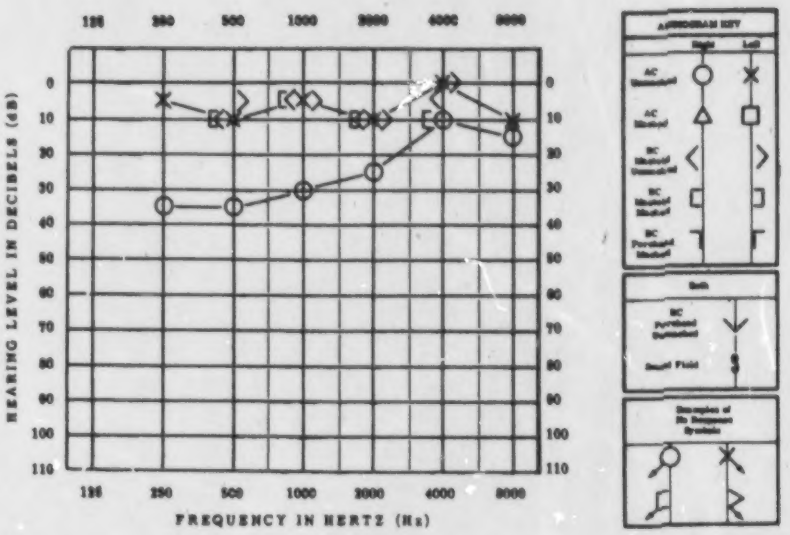


FIGURE 2. The use of symbols for masked bone-conduction (BC) thresholds for the right ear at 500 Hz, 1000 Hz, and 2000 Hz. Note that the BC brackets for the right ear are to the left of the ordinates and that the masked BC symbols are to the left of the unmasked symbol.

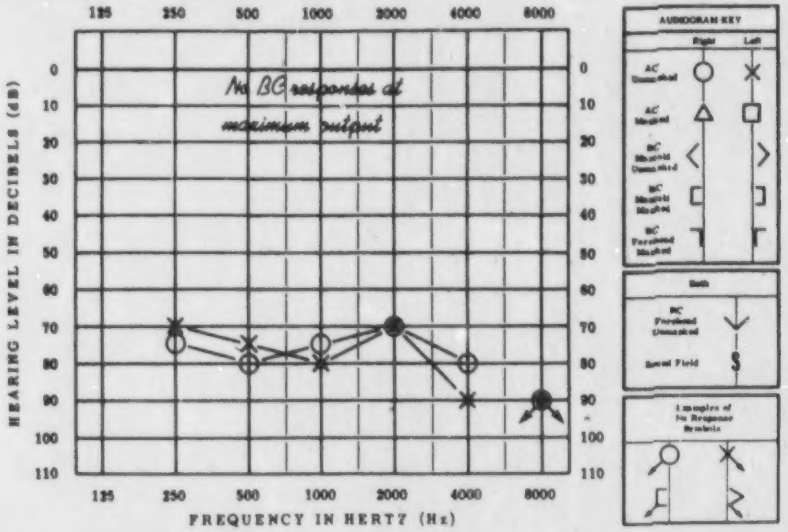


FIGURE 4. Air-conduction (AC) "no response" symbols (8000 Hz) and use of written "no response" notation.

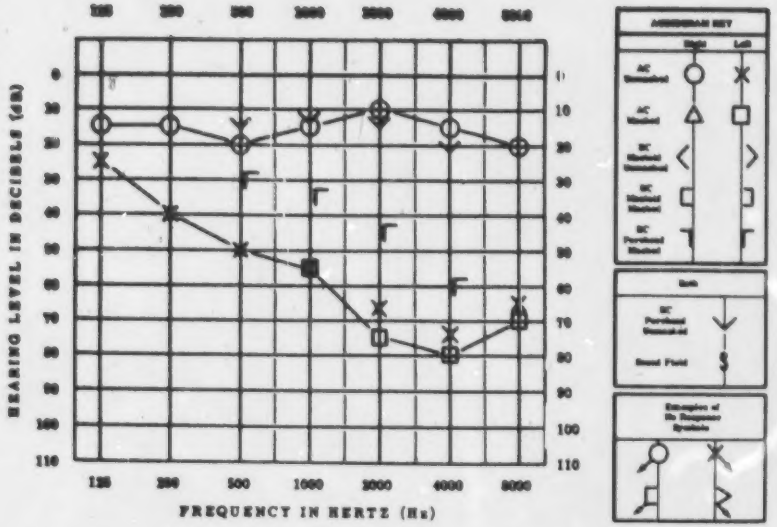


FIGURE 5. The use of masked and unmasked forehead bone-conduction (BC) symbols.

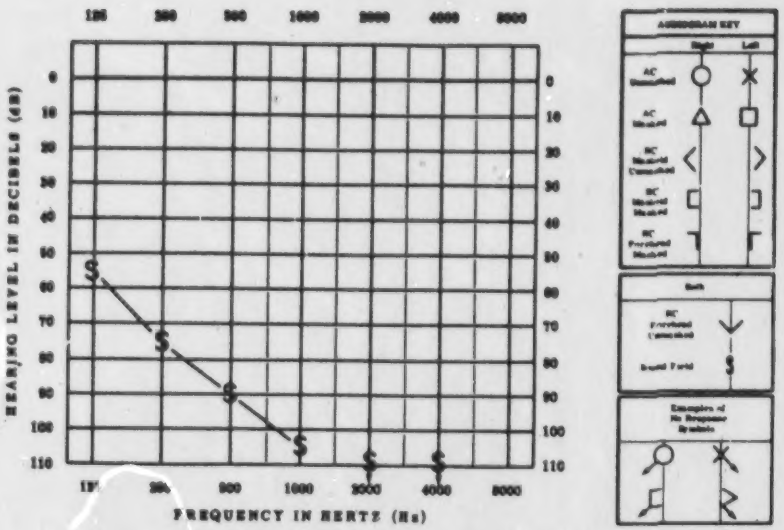


FIGURE 6. The use of air-conduction (AC) sound field symbols.

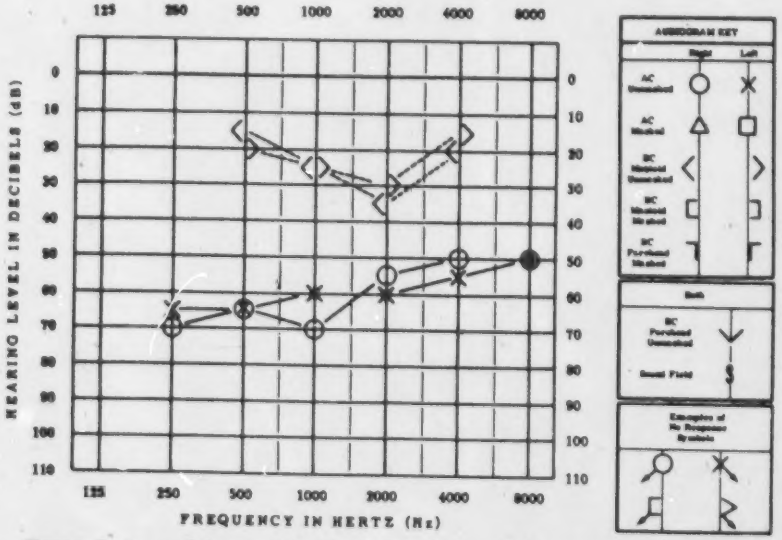


FIGURE 7. Air- and bone-conduction (AC and BC) symbols when bone-conduction thresholds were lower than air conduction.

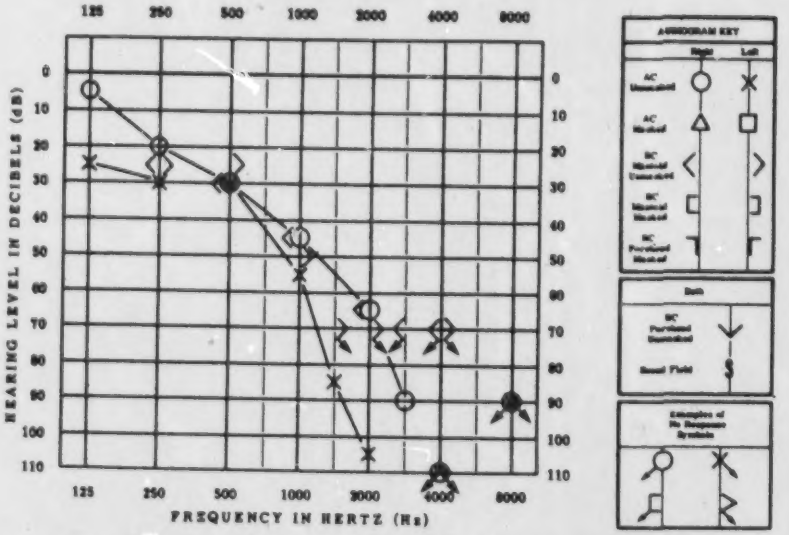


FIGURE 8. A... and bone-conduction (AC and BC) symbols when thresholds were similar. The option was taken not to connect bone-conduction symbols because of the similarity. Symbols are shown for AC and BC when no response was obtained at high frequencies.

fails to hear by bone conduction at maximum audiometric output, this finding may be expressed on the audiogram by writing "No BC responses at maximum output," rather than drawing a series of "no response" symbols on the audiogram. Another example is the patient who responds only at low frequencies. This may be summarized by writing "No responses obtained above 500 Hz at maximum output."

Responses to tactile sensation should not be plotted on an audiogram. If it is not possible to determine whether the patient's responses reflect tactile sensation or auditory sensation (or both), the examiner should make a prominent notation on the audiogram to alert the viewer to the possibility that the responses were confounded with vibrotactile sensation (Nober, 1964; 1967).

Lines Connecting Symbols. Lines may be used to connect the symbols on an audiogram. When used, a solid line should connect the air-conduction threshold values (Figures 2 through 8). Bone-conduction symbols may be connected by a dashed line when an air-bone gap exists (Figures 3 and 7). Otherwise, bone-conduction symbols should not be connected (Figures 2 and 8). The clarity of the audiogram will be improved if connecting lines approach, but do not touch or pass through symbols.

Symbols representing "no response" for air conduction or bone conduction should not be connected to each other or to any of the response symbols (Figures 4, 6, and 8).

Color Coding. Color coding is not necessary to transmit information about sidedness in this symbol system. In practice it may be desirable to avoid color coding because of the increasing use of multiple-copy audiograms and photoduplication of audiograms. However, if color is employed, red should be used for the right-ear symbols and connecting lines and blue for the left-ear symbols and connecting lines, with a third color used for the "both ears" symbols.

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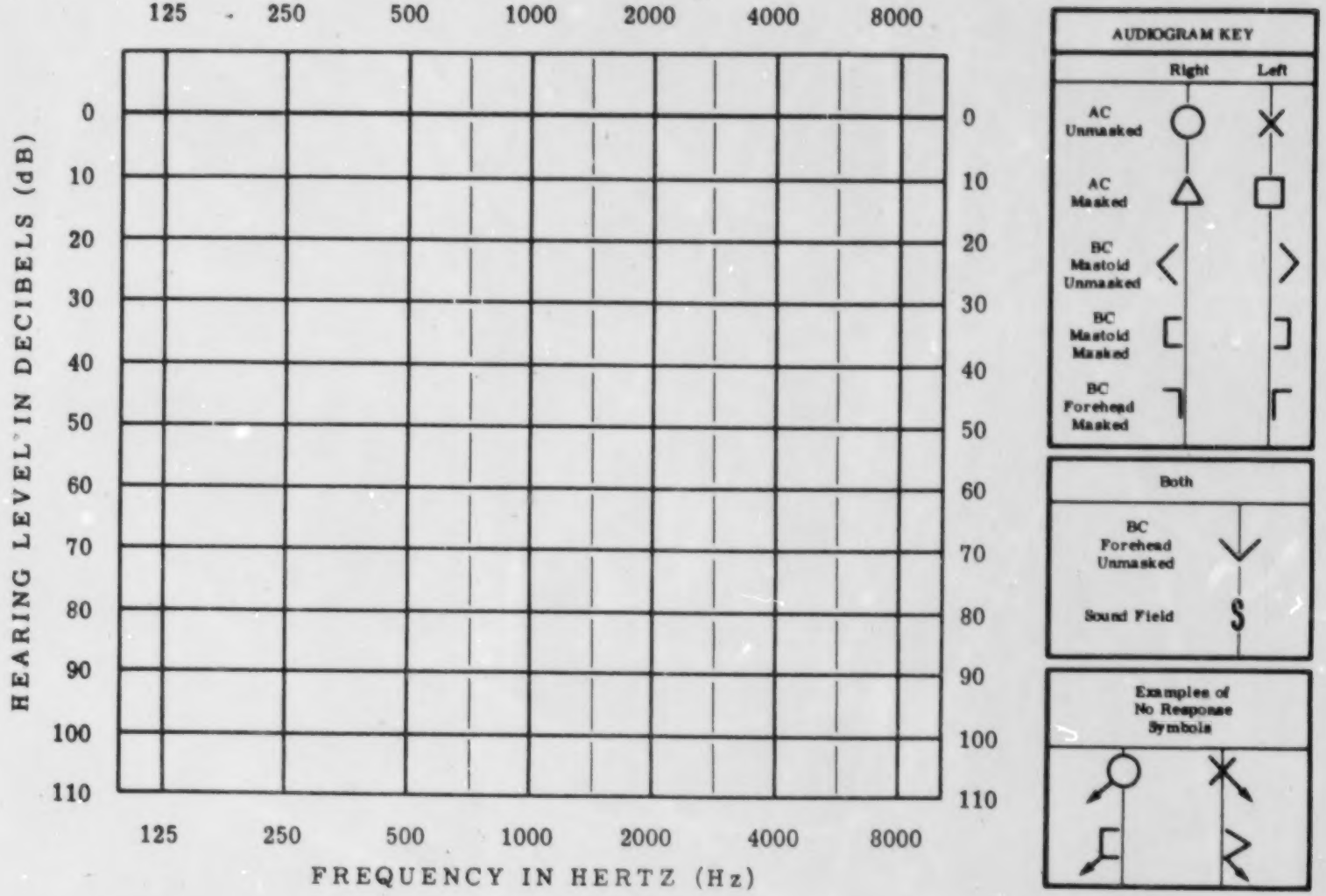
125
250
500
1000
2000
4000
8000
HEARING LEVEL IN DECIBELS (dB)
0
10
20
30
40
50
60
70
80
90
100
110
FREQUENCY IN HERTZ (Hz)
AUDIOGRAM KEY
Right
Left
AC Unmasked
AC Masked
BC Mastoid Unmasked
BC Mastoid Masked
BC Forehead Masked
Both
BC Forehead Unmasked
Sound Field
S
Examples of No Response Symbols

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GUIDELINES FOR IDENTIFICATION AUDIOMETRY

AMERICAN SPEECH AND HEARING ASSOCIATION
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GUIDELINES FOR IDENTIFICATION AUDIOMETRY

Editor's Note: The Guidelines for Identification Audiometry was approved by the ASHA Legislative Council in November, 1974. Members of the ASHA Committee on Audiometric Evaluation, which developed the guidelines, are J. B. Chaiklin, N. T. Hopkinson, J. T. Graham, Z. G. Shoeny, F. L. Sonday, V. W. Byers, R. M. McLachlin and W. R. Wilson, Chairman. ASHA encourages the professional community to use these guidelines in clinical practice.

The set of Guidelines for Identification Audiometry is the second of a series developed by the Committee on Audiometric Evaluation, under the Office of Vice President for Clinical Affairs of the American Speech and Hearing Association (ASHA).

Each of the guidelines presents a recommended set of procedures based on existing clinical practice and research findings. The spirit of these guidelines is not to mandate a single way of accomplishing the clinical process; rather the intent is to suggest standard procedures that, in the final analysis, will benefit the persons we serve. The intention is to improve interclinician and interclinic comparison of data thereby allowing for a more effective transfer of information.

The specific purpose of these guidelines is to detail procedures for accomplishing rapid and efficient identification of hearing impairment, particularly for use with young children.[1] As such, they represent an update of the procedures for identification audiometry for school-age children specified in the Journal of Speech and Hearing Disorders Monograph Supplement Number 9, "Identification Audiometry" (Darley, 1961). The current need for these guidelines is apparent with the development of increasing numbers of identification audiometry programs

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[1]The Guidelines for Identification Audiometry is written with emphasis on the testing of children; however, the approach is also appropriate for use with adults. A method of identification audiometry using a tracking procedure, sometimes called self-recording monitoring audiometry, is also used with adults in military and industrial settings. ASHA considers Guidelines for Identification Audiometry Using a Threshold Tracking Procedure deserving of a separate document. When the writing task is undertaken ASHA recommends that representatives of military and industrial groups should be included.

administered by state departments of education or health, the development of state mandatory special education statutes, and Medicaid guidelines for Early and Periodic Screening, Diagnosis and Treatment (EPSDT).

For the most part, the philosophy and procedures laid out in these guidelines are based on and supported by published data. ASHA invites data-based input for future modifications of the guidelines.

SCOPE

A primary goal of identification audiometry using pure-tone air-conduction stimulation is to identify persons who have hearing impairments that interfere with or that have potential for interfering with communication. These guidelines focus on use with children of nursery-school age through grade three because early identification of communication problems in this age group will permit maximum habilitation and avoidance of potential educational problems. Belkin, Suchman, Bergman, Rosenblatt and Jacobziner (1964) have reported successful large scale individual pure-tone screening tests with children as young as three years of age. In addition, it is this age group which, in our society, is most often involved in the formal educational process through pre-schools and regular schools. While these guidelines focus on use with young children, they are equally applicable for use with older children and adults.

The guidelines are designed for rapid and efficient identification of hearing impairment. A basic assumption behind the guidelines is that identification audiometry is usually conducted in the relatively poor acoustic environment of schools and offices. Consequently, the procedures recommended are designed to be robust enough to be valid in a wide range of test settings. Naturally, it would be desirable for all identification audiometry to be conducted in acoustic environments which are controlled but such environments are seldom available.

Identification audiometry is only one component of a hearing conservation program. A well-balanced program will include screening, rescreening, threshold audiometry, referrals for audiologic and medical evaluations, education and habilitation planning, and counseling for parents and teachers. Too often the sole goal is referral for medical evaluation rather than referral for consideration of communication needs of those who fail screening procedures. Once people have been identified by the program, they should be followed regularly to insure that their communication and medical needs are met. It is pointless to identify people who have hearing impairments unless there is a concurrent follow-up program to handle their habilitative, educational and medical needs.

Finally, these guidelines apply only to the use of pure-tone air-conduction screening for the purpose of identifying persons who have hearing impairment that interferes with or that has the potential for interfering with communication. Research (Eagles, 1961; Eagles, Wishik and Doerfler, 1967; Roberts, 1972) demonstrates that pure-tone air-conduction screening is inefficient for the purpose of identifying

many persons who have conductive ear pathology. Thus, if the purpose of an identification audiometry program is also to identify persons with conductive ear pathology, ASHA suggests the simultaneous use of otologic screenings, or supplemental procedures *such as impedance* (oto-admittance) measurements or pure-tone bone-conduction measurements. However, ASHA cannot specify any standardized screening procedures which employ impedance or bone conduction measures because sufficient research data on such procedures are unavailable at the present time.

IDENTIFICATION AUDIOMETRY

The following recommendations emphasize identification audiometry for children using a manually administered, individual, pure-tone air-conduction screening procedure.

Children to be Screened

Individual limited-frequency screening should be administered annually to children of nursery-school age through grade three and to high-risk children.[2] The time the program saves by emphasizing the lower grades permits appropriate attention for the high-risk grou. This focuses the program's efforts during the years when identification of communication problems can lead to problems. Some school systems may elect to screen routinely after grade three (Downs, Doster and Wever, 1965). To determine the merit of routine screening after grade three, more data appears to be necessary.

Procedure

Individual Screening. Individual as opposed to group screening is recommended. The Massachusetts Test (Johnston, 1948) is an example of a group pure-tone test that achieved great popularity and is still used in some states. It requires written responses and, consequently, like most group screening tests is limited to children above the second grade. Other limitations of group tests are calibration and maintenance problems of multiple earphones, increased set-up time and excessive time spent in re-testing false-positive failures. All of these factors combine to increase

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[2]Examples of high-risk children are those who: (a) repeat a grade, (b) require special education programs, (c) are new to the school system, (d) were absent during a previously scheduled screening exam, (e) failed a threshold test during the previous year, (f) have speech problems, language problems or obvious difficulty in communication, (g) are suspected of hearing impairment or have a medical problem associated with hearing impairment (children with recurrent or chronic problems such as allergies may require audiometric monitoring). Additional examples of high-risk children are given in Darley (1961, p. 36).

the total time required for the screening program without increasing accuracy. Many group tests may appear to save time but the time taken to set up, check calibration, score answer sheets, and retest excessive failures may result in no saving of time.

Manual Method. A manual versus an automatic method is recommended because it is applicable with children down to three years of age. There is no known evidence that a self-recording or other type of automatic method is possible and effective with young children. Certainly, if an effective and more rapid automatic method is developed, its use should be considered.

Signal

Type. Pure-tone signals shall be used. Many different stimuli have been used to screen children and adults for the purpose of identifying persons with hearing impairment. Before audiometers were widely available, phonograph recordings were used to produce repeatable stimuli as in the Western Electric Fading Numbers Test. The Fading Numbers Test had a variety of defects; the most notable was its tendency to pass children with hearing deficits in the range above 500 Hz. Other screening tests that employ speech signals are vulnerable to the same defect.

Test Frequencies. Test frequencies shall be 1000 Hz, 2000 Hz and 4000 Hz. The Conference on Identification Audiometry (Darley, 1961) recommended the frequencies 1000, 2000, 4000 and 6000 Hz. The recommendation for 500 Hz was ambiguous but the Conference's intent appears to have been to eliminate 500 Hz except for very quiet test environments.

Melnick, Eagles and Levine (1964), in a study which tested the Conference's recommendations, used 500 Hz; however, all of their tests were conducted inside double-walled audiometric rooms. Melnick, Eagles and Levine found that the Conference's recommended test was highly efficient except at 6000 Hz, which produced too many failures. The variable interactions between earphones and ears at 6000 Hz (Villchur, 1970) among other considerations, make 6000 Hz a poor choice for inclusion in an identification audiometry program. The use of 500 Hz in order to assuage the user that he will discover all middle ear pathologies in a group of children is contradicted by the hard data that is available (Eagles, 1961; Eagles, et al., 1967; Roberts, 1972).

When an inordinate number of failures is expected at 4000 Hz, then 3000 Hz at 20 dB HL might be considered as the alternate test signal. There is insufficient research data at the present time to validate[3] that the information obtained warrants the routine inclusion of 3000 Hz.

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[3]ASHA invites active research on the addition of 3000 Hz to the screening format. Research studies also would be helpful to determine whether 3000 Hz could be substituted for 4000 Hz as a better predictor of subtle communication problems among school age children.

Screening Levels. Screening levels shall be 20 dB HL (re: ANSI, 1969) at 1000 Hz and 2000 Hz and 25 db HL at 4000 Hz. It is acceptable to screen at 20 db HL at all three frequencies, but if 4000 Hz is not heard, output should be increased to 25 db HL. Since most children will hear all three tones at 20 db, the hearing level dial can remain at one setting for the entire test. It is important to remember, however, that 25 db is the specified level at 4000 Hz.[4]

Results

Failure Criterion. Failure to respond at the recommended screening levels at any frequency in either ear shall constitute failure.

Mandatory Rescreen. All failures should be rescreened preferably within the same session in which they failed but definitely within one week after the initial screening. Removing and repositioning the phones, accompanied by careful reinstruction, markedly reduces the number of failures. Wilson and Walton (1974) reported a 52% reduction in failures by rescreening. The rescreen, using the same frequencies, levels and failure criterion, is an essential procedure for improving the efficiency of a screening program.

Disposition of failures. Failures on rescreening shall be referred for audiologic evaluation by an audiologist. An example of a program employing this referral format has been described by Campanelli, Krucoff, and DiLosa (1964). The following referral priority for audiologic evaluation is recommended for those children who fail the screening and rescreening procedures:

a. Binaural loss in both ears at all frequencies
b. Binaural loss at 1000 and 2000 Hz only
c. Binaural loss at 1000 or 2000 Hz only
d. Monaural loss at all frequencies
e. Monaural loss at 1000 and 2000 Hz
f. Binaural or monaural loss at 4000 Hz only.

The constraints placed on individual programs will determine the referral format, but the hearing conservation program supervisor should be responsible for providing case management necessary to guarantee appropriate referral for audiologic and medical consultation. In addition, the supervisor should secure educational assistance, if necessary, for students during and after medical therapy or audiologic habilitation. These duties are emphasized because the primary goal of school hearing conservation programs is to reduce the negative effects of communication problems that are secondary to hearing loss, rather than simply to identify children who pass or fail a screening test.

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[4]AHSA is interested in active research concerning screening levels, since there is a great deal of strong feeling expressed concerning the issue, but very little hard data is available.

PROCEDURAL CONSIDERATIONS

Adherence to the following procedural recommendations should facilitate successful implementation of the ASHA guidelines for identification audiometry.

Personnel

Identification audiometry programs should be conducted or supervised by an audiologist. After appropriate training, support personnel may administer audiometric screenings and rescreenings under the supervision of an audiologist. If properly trained professionals are not involved in supervising an identification audiometry program, an inordinate number of false-positive failures and false-negative passes may occur, thus undermining the validity of the program. Without reservation, the audiologic evaluation should be administered by an audiologist.

Instructions

Instructions are critical in all audiometric procedures but particular care must be taken in instructing children. Instructions should emphasize the importance of responding "right away even when the beeps sound far away." Groups of children can be instructed at one time. Those waiting for the test profit from watching others being tested. Pantomime may have to accompany verbal instructions for the very young child or the difficult-to-test person, particularly if a conditioned play response is required rather than a hand or verbal response. Careful reinstruction is an important part of the rescreening process. Frequently children fail because they have misunderstood instructions. This is particularly true of children in the three to six year age range.

Time

At the third grade level the entire screening, including earphone placement, occupies less than one minute. For younger children more time may be necessary. To avoid unnecessary failures with younger children, it is sometimes desirable to present more than one signal per frequency if there is no response. The net effect is a saving of time because the more careful screening process reduces the number of children who fail and require rescreening.

Acoustic Environment

The acoustic environment is an important variable in screening audiometry. Usually school environments are not too noisy for screening at frequencies above 1000 Hz, but sometimes ambient noise will interfere with screening at 1000 Hz. The 1000 Hz to 4000 Hz range was selected for the

ASHA guidelines because it is less vulnerable to invalidation by ambient noise and because most significant hearing impairment will include failure in this range. The allowable ambient noise levels in the region of the test tone are shown in Table 1. Although screening at 500 Hz is not recommended, there is nothing inherently wrong in screening at 500 Hz in an appropriate environment such as a double-wall test room (Melnick, et al., 1964). If an individual wishes to include 500 Hz, the allowable ambient noise levels are also included in Table 1.

Table 1. Approximate allowable octave band ambient noise levels (SPL re: .0002 dyne/cm^2) for threshold measurements at Zero HL (re; ANSI 1969) and for screening at the ASHA recommended levels (re: ANSI 1969). In test environments that have fluctuating noise levels, caution must be used in applying the maximum value shown in this table. The Committee has used the best information available in the literature to support the levels, and is basing its recommendation on these levels until additional information is available.

Test Frequency	500	1000	2000	4000
Octave Band Cut-off Frequencies	300/600	600/1200	1200/2400	2400/4800
Allowable Ambient Noise for Threshold at Zero HL (re: ANSI 1969)*	26	30	38	51
Plus ASHA Screen Level re: ANSI 1969	20	20	20	25
Resultant Maximum Ambient Noise Allowable for ASHA Screening	46	50	58	76

* The allowable ambient noise levels for ANSI 1969 Zero HL-threshold measurements were calculated by subtracting from the maximum allowable noise levels specified in the ANSI standard (S3.1, 1960) the difference between the ANSI 1951 and ANSI 1969 standards for pure-tone audiometers. In effect, the lower SPLs specified at Zero HL in the 1969 standard required quieter test spaces to measure normal listeners' thresholds.

Careful snug placement of the earphones increases attenuation of ambient noise by the earphone-cushion assembly. On the other hand, ASHA does not encourage the use of large sound-attenuating circumaural earphone assemblies (e.g., Auraldomes and Otocups). Below 1000 Hz, these devices provide limited

improvement in attenuation of ambient noise relative to the attenuation produced by the MX-41/AR cushion (Webster, 1954; Cox, 1955; Benson, 1971). The advantage provided above 1000 Hz is not needed because ambient noise is generally weak above 1000 Hz and the MX-41/AR cushion provides relatively good attenuation of the weak high-frequency ambient noise. Furthermore, the large earphone assemblies are awkward for small children, and they increase test-retest variability in the higher frequencies.

Some persons have mistakenly assumed that sound-attenuating headsets eliminate the need for a quiet test environment, or worse, that they substitute for a sound-isolated audiometric test booth. In extremely noisy environments an audiometric test booth is often the only means of providing an environment quiet enough for screening audiometry. The sound-attenuating head-sets provide the least benefit in the frequency range where it is needed most.

Audiometric Equipment and Calibration

Audiometers used for screening purposes shall meet the ANSI S3.6-1969 requirements for either a "limited-range" or "narrow-range" audiometer. Audiometers used for audiometric evaluation shall meet the ANSI S3.6-1969 requirements for a "wide-range audiometer." Audiometric calibration to ANSI S3.6-1969 specifications should occur regularly, at least once every year, following the initial determination that the audiometer meets specifications.[5] All of the ANSI specifications should be met, not just sound pressure level. Frequency errors, overshoot, and transient clicks are just a few of the problems that may invalidate a screening test. The sound pressure output of each audiometer should be checked at least every three months (preferably more often) in a 6 cc coupler. In addition, a daily listening check should be performed to determine that the audiometer is grossly in calibration and that no defects exist in major components.

Report to Parents

Recommendations for audiologic and medical evaluations should be based on local realities. The language used in notices sent to parents about screening or rescreening results should avoid diagnostic conclusions and alarming predictions. Remember that the hearing impairment is not confirmed until the audiometric evaluation is administered. Personal contact would be preferable to sending notices, if possible. Some persons become overly

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[5]Studies on audiometer calibration suggest that upon receipt most audiometers may never have been in complete calibration (Eagles and Doerfler, 1961; Thomas, Preslar, Summers, and Stewart, 1969; Walton and Williams, 1972). This information underscores the importance of initial calibration of audiometers, and indicates that they should be checked to meet ANSI specifications before they are used in a screening program. It has been shown that when specifications are met initially, the audiometers generally remain stable (Walton and Wilson, 1974).

concerned, others express no concern and still others would like to cooperate but fear the expense that may be involved. If parents believe that their child can "hear," despite what a hearing screening suggests, tact and persuasion will be required to convince them that they may be in error. The word "fail" probably should be avoided in reporting screening results. The reporting aspect of programs for identification audiometry requires more time and though than many programs have provided in the past.

SUMMARY

ASHA recommends a manually administered, individual, pure-tone air-conduction screening procedure for accomplishing identification audiometry. The purpose of this procedure is to identify rapidly and effectively those persons with hearing impairment that interferes with communication or that has the potential for interfering with communication. The procedure is designed to be used with children as young as three years old, although it is applicable for use with adults.

The recommended identification audiometry procedure is as follows. Audiometric screening should be at 20 db HL (re: ANSI, 1969) at the frequencies of 1000 Hz and 2000 Hz and 25 db HL at 4000 Hz. Failure to respond at the screening level at one or more frequencies in either ear is the criterion for failure. An audiometric rescreening should be administered the same day or no later than within one week to all persons failing the initial screening. An audiologist should administer an audiologic evaluation to persons failing the rescreening. If a hearing impairment is identified by audiometric evaluation, referrals should be made to meet the person's habilitative, educational and medical needs.

Several procedural considerations are vital to implementing successfully the ASHA Guidelines for Identification Audiometry. An audiologist should conduct or supervise an identification audiometry program, although non-professional support personnel may be used for the screening procedures after appropriate training. Careful instructions are very important, particularly for young children. Ambient noise levels should not exceed 50 db SPL at 1000 Hz, 58 db SPL at 2000 Hz, and 76 db SPL at 4000 Hz using a sound level meter with octave band filters centered on the screening frequencies. Audiometric equipment should initially meet all the ANSI S3.6-1969 specifications and be rechecked at least annually. The sound pressure output at the phones should be checked at least every three months, and listening checks for any gross malfunctions should be made daily. Finally, appropriate reporting of screening results should avoid diagnostic conclusions and encourage further evaluation for persons not passing the screening procedures.

ADDENDUM TO GUIDELINES FOR IDENTIFICATION AUDIOMETRY

Note: When the foloowing Standards referred to in this document are superseded by an approved revision, the revision shall apply:

(1) American National Standard Specifications for Audiometers S3.6-1969; and

(2) American Standard Criteria for Background Noise in Audiometer Rooms S3.1-1960.

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GUIDELINES FOR AUDIOLOGY PROGRAMS IN EDUCATIONAL SETTINGS FOR HEARING IMPAIRED CHILDREN

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D R A F T

Editor's Note: The Joint Committee on Audiology and Education of the Deaf, consisting of representatives from ASHA and the Conference of Executives of American Schools for the Deaf, developed the following proposed guidelines. The proposed guidelines have been revised five times since November, 1972, with input from a large sample of audiologists and educators of the hearing impaired. The ASHA Executive Board endorsed the following draft of the proposed guidelines in September, 1974. Subsequently, the Legislative Council in November, 1974 resolved in part "that the Guidelines, in draft form, be made known through some appropriate channel to the Members of the American Speech and Hearing Association in order to solicit the reactions and responses prior to Executive Board Action on the final draft." THESE PROPOSED GUIDELINES ARE FOR DISCUSSION PURPOSES ONLY AND DO NOT REPRESENT ASSOCIATION POLICY AT THIS TIME. Comments concerning the proposed guidelines should be sent to Robert M. McLauchlin, Associate Secretary for Audiology Affairs in the National Office by February 17, 1975.

D R A F T

GUIDELINES FOR

AUDIOLOGY PROGRAMS IN EDUCATIONAL SETTINGS FOR HEARING-IMPAIRED CHILDREN

INTRODUCTION

Many preschool and school-age children have hearing impairment severe enough to affect their ability to function normally in an educational setting. Although each child has a legal, constitutional right to comprehensive quality services in educational settings, fewer than 50% are currently receiving appropriate services (Weintraub et al., 1971). The position taken in these guidelines is that audiology programs are an integral part of comprehensive services to hearing-impaired children in educational settings.

The term "Educational Settings" refers to organized programs of instruction, in either residential and non-residential environments, for hearing-impaired children who manifest special educational needs as a result of their hearing loss. The rationale for organizing comprehensive and intensive audiology programs in these settings is based on three interlocking factors:

1. The auditory channel is the route through which speech and language development normally takes place. The human being's development of speech and language appears to be based on innate, biologically programmed factors (Lenneberg, 1967; Fry, 1966) which can be exploited most effectively through an auditory input (Liberman et al., 1967). The use of other approaches for teaching initial language and speech skills to hearing-impaired children must be considered inadequate, though frequently necessary, substitutes for the "real thing".

2. Most hearing impaired children possess significant residual hearing capacity (Goodman, 1949; Huizing, 1959; Elliot, 1967; Montgomery, 1967; Boothroyd, 1972; Hine, 1973). Interpreted pessimistically, these studies show that from one-half to two-thirds of the children enrolled in schools for the deaf have potentially useful residual hearing. This is precisely the population of hearing-impaired children expected to manifest the most severe hearing losses.

3. Efforts to employ maximally the residual hearing of most hearing impaired children generally have met with little success. The evidence

clearly demonstrates that, at any one time, at least half the children's hearing aids can be malfunctioning; that many of the children who possess hearing aids do not routinely wear them; and that children who can potentially benefit from amplified sound do not even own a hearing aid (Gaeth and Lounsbury, 1966; Zink, 1972; Findlay and Winchester, 1972; Coleman, 1972; Northern et al., 1972; Skalka and Moore, 1973; Porter, 1973). Classroom auditory trainers frequently fare little better than personal hearing aids (Matkin and Olsen, 1970a; Matkin and Olsen, 1973), and the poor acoustic conditions existing in classroom environments limit the effectiveness of even appropriate amplification (Ross, 1971). Finally, the great care needed to ensure individualized electroacoustic packaging to the impaired ear is seldom realized (Ling, 1964; Gengel, 1971; Gengel, Pascoe, and Shore, 1971; Sung, Sung, and Angelli, 1971; Danaher, Osberger, and Pickett, 1973; Erber, 1973). These problems are understandable in view of the understaffed and ill-equipped audiology programs typically found in educational settings, and they are not likely to be remedied without a dedicated effort to strengthen these programs.

PURPOSE

These Guidelines attempt to describe the audiological conditions necessary for the exploitation of the biological primacy of the auditory channel for speech and language development to the degree permitted by the residual hearing capacity of a hearing-impaired child. Schools and society are investing large sums of money in hearing aids, auditory trainers, and other audiological equipment. This investment is a wasteful expenditure unless this equipment is properly utilized and performing according to specifications. It is unrealistic to expect overburdened administrators and teachers to supervise the full exploitation of residual hearing in addition to their many other responsibilities. In regular and special education programs, the assistance of such resource personnel as psychologists, media specialists, guidance counselors, remedial reading specialists, and learning disability teachers is welcomed. All of these specialists are finding a fruitful field for their endeavors. In educational programs for the hearingimpaired, however, the audiologist, a resource person with skills to ensure the maximal exploitation of residual hearing, is either absent, in short supply, or inadequately supported. The inclusion of well-trained, well-educated audiologists is necessary to implement the commitment of deaf educators to utilize optimally the residual hearing most hearing-impaired children possess.

Not all educational settings may be in a financial position to implement the entire program immediately. Possibly some of the suggested functions of audiologists will seem uselessly esoteric while others may need to be added or modified. Nevertheless, unless there is agreement on an eventual goal and an informed commitment to high standards, improvement in audiological services is not likely to occur. It is expected that each step in the implementation of these Guidelines will justify and support

further steps until the entire program can be implemented. Certainly, modifications in the Guidelines should be made as experience with their use accumulates. It is emphasized that vastly improved audiological services will not be a panacea for speech and language problems. Miraculous cures are not likely to result, but improved performance in a significant number of children should occur. Intensive audiological intervention is deemed appropriate regardless of the "Educational Method" being used. There is no intent in these Guidelines to explicitly or implicitly favor any particular educational approach.

PERSONNEL

1. One M.A. audiologist with a Certificate of Clinical Competence (CCC) in audiology or its equivalent for approximately every 75 hearing-impaired children being served in the educational setting.

2. A Director of Audiology (either M.A. or Ph.D.) with a CCC in Audiology or its equivalent in any program where there are three or more audiologists. The Ph.D. Degree is advisable in settings committed to a program of research.

3. One electronics technician for every 100 to 150 hearing impaired children.

4. One full-time secretary/clerk for programs with three or more individuals on the staff. Part-time assistance will be needed in programs with one staff audiologist.

5. One or more consulting otolaryngologists.

EQUIPMENT

1. One sound-treated double room for programs with one audiologist, and two sound-treated double rooms for each three audiologists employed. The dimensions of the test rooms should be sufficiently large to permit pediatric and hearing aid evaluations in the sound field.

2. One two-channel clinical audiometer will be needed for each sound-treated double room, including the associated sound-field speakers and amplifiers.

3. A stock of loaner hearing aids in good working condition, along with extra cords, batteries and receivers. It is assumed that all children will have their own hearing aids and that classroom auditory training units will be available.

4. Equipment for analyzing the electroacoustic characteristics of hearing aids and auditory training systems.

5. Instrumentation for impedance audiometry.

6. A sound level meter and appropriate equipment for calibration of pure-tone and speech audiometers.

7. Ear impression material kit, insta-mold kit, stock earmolds, hand grinder, earmold cleaners and other miscellaneous earmold equipment.

JOB DESCRIPTIONS

M.A. Audiologist:

1. Conduct periodic audiological assessments for each child. Younger children should be assessed as often as necessary to establish consistent, valid measures. Other children should be tested annually or whenever questions arise. Newly enrolled students should be given a complete audiologic assessment. Additional audiological assessments may be needed when a new hearing aid is being considered, when otological examination is positive, when impedance audiometry indicates a change in the middle ear status, or when teachers or parents notice a change in the child's auditory behavior.

2. Administer specific audiometric measures appropriate to the hearing-impaired child's needs and status. Children with recurring middle ear problems may require only pre- and post-treatment pure tone and impedance measures. The audiologist should be prepared to administer, when indicated, such assessments as: pure tone audiometry; carefully graded speech discrimination measures; middle ear impedance tests; tolerance and comfortable listening levels; speech-reading tests; combined modality tests; aided and unaided sound-field measures; electroacoustic analysis of hearing aids; comparative hearing aid evaluation; comparative intelligibility functions under different degrees of filtering, binaural versus monaural evaluations; dichotic listening measures, and other psycho-acoustic measures which appear appropriate, e.g., synthetic formant discriminations, difference limens for frequency, intensity and time, temporal integration, and affects of masking.

3. Assess and monitor classroom acoustics and the proper use of amplifying equipment, with consideration of the possible effects upon speech understanding.

4. Conduct auditory programs for individual students or groups, using or developing appropriate materials for the particular child involved. The auditory training program should be based on the child's auditory status and development, and it should be developed in consultation with classroom teachers. Results of such programs should be evaluated and shared with teachers and others working with the child.

5. Participate in and/or conduct speech and language development programs based on an auditory approach.

6. Conduct in-service workshops for teachers and other staff members on such topics as microphone technique, intensity and articulation of input speech, relevance of language to topic, trouble-shooting of hearing aids and classroom equipment, significance of audiogram in terms of acoustics of speech, speech perception, and prosodic phenomena. Periodic classroom visits and teacher consultations may be considered in-service training too.

7. Conduct in-service training with electronics technician on the significance of the audiogram in relation to the characteristics and use of amplification equipment. Review electracoustic data collected by the technician.

8. Make impressions for earmolds and teach earmold care to all staff members and students.

9. Participate in the admission procedures and placement procedures. Help develop criteria for early decisions regarding educational methodology to be employed with each child.

10. Participate in out-patient audiological program as appropriate in terms of community needs and time available.

11. Participate in parent-guidance and counseling programs. Serve as a resource person in such programs to provide information on hearing loss, audiograms, hearing aids, acoustic environment, speech and language activities for home programs.

12. Conduct audiological research when possible and discuss its significance with staff and community leaders.

13. Evaluate quality and effectiveness of all aspects of the audiology program.

Electronics Technician:

1. Assess the status of hearing aids and classroom auditory training equipment at least three times during each school year.

2. Repair and maintain all auditory amplification and the speech or language training devices being used with the hearing-impaired children.

3. Assist with audio-visual equipment and videotape equipment as skills and experience permit.

4. Conduct or assist in the calibration and repair of audiometers.

5. Develop instrumentation required for research projects and programs of auditory training.

Secretary/Clerk

1. Maintain the records of the audiology program.

2. Answer telephone, make appointments, and maintain a schedule for each staff member.

3. Complete correspondence tasks required for the staff members.

4. Perform other tasks required for the operation of the Audiology Department under the direction of the staff members.

Director of Audiology (either M.A. or Ph.D.):

1. Supervise and administer complete audiology program under the general direction of the school's chief administrator and on a coordinate basis with other department heads in the school.

2. Assign or conduct any portion of the program described above.

3. Participate in community public relations in terms of the audiology program.

4. Serve as a liaison with clinics, colleges and universities, public school setting, etc., which have audiological programs. Act as audiology coordinator for any outside program which feeds children into the school or into which children are assigned.

5. Supervise audiology practicum when school is affiliated with a training center. Teach audiology courses in the event of such an affiliation.

6. Direct or delegate research projects relative to use of amplification, effects of auditory training, and communication skills development.

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